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ABSTRACT

Developed and coordinated by the Bureau of Reading Education of the New York State Education Department, Project Alert is a statewide inservice program to facilitate instituting or improving the diagnostic-prescriptive approach to reading instruction. As part of this program, a reading resource kit was prepared by the bureau to give structure and direction to the projects in the local schools. The multimedia kit contains nine packages, each analyzing one skills topic in reading. This ninth package, "Developing Proficiency in the Reading/Study Skills for Content Teachers," suggests ways through which content teachers will be able to assess themselves as well as their students and, consequently, provide more personalized instructional programs. Listing 31 specific teacher tasks, the packet is divided into four sections. The first three discuss assessment of the teacher, of student needs, and of the program. Section four describes program planning for differentiating instruction. A bibliography of materials for the development of reading skills in the content areas is included. (TO)

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INSERVICE READING RESOURCE KIT

PACKAGE IX

READING IN CONTENT AREAS

DEVELOPING PROFICIENCY IN THE READING/STUDY SKILLS

FOR

CONTENT TEACHERS

Prepared by
Bureau of Reading Education
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1974

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FOREWORD

"Developing Proficiency in Reading/Study Skills for Content Teachers" is Package IX in the Inservice Resources Kit. It responds to many requests from the field for assistance to teachers in dealing with the wide range of reading skills found in most New York State classrooms.

The package is committed to the concept of diagnostic teaching in all content areas. It attempts to provide ways and means through which teachers will be able to assess themselves as well as their students and, in consequence will provide more personalized instructional programs.

It is by no means exhaustive and should be supplemented by many other materials known to individual teachers or group leaders.

Its task orientation provides opportunities for teachers to learn and try new procedures for program planning and management in their own content areas.

At no time does this package assume that reading is the sole means by which students acquire knowledge. However, it does assume that each student is entitled to appropriate assistance in those learning tasks requiring that he read in every content area.

The package was prepared under the direction of Alberta C. Patch, Associate, Bureau of Reading Education.

Dr. Zachary J. Clements, University of Vermont contributed the original manuscript narrative. The manuscript was edited for clarity, conciseness and consistency by Gordon Spinney, English Department, Columbia High School, East Greenbush.

Dr. Judith Del Bosco, Regional Reading Coordinator, Nassau County BOCES, and Dan Dramer, District Curriculum Coordinator, Sewanahaka Central High School, contributed examples of teaching materials and techniques.

The Bureau is also appreciative of contributions by Virginia Fransecky, P. Jerry Hutchins, and Renee Levitt and Olga Vaughn, Associates in Reading Education.

Dr. Donald Bragaw, Chief of Bureau of Social Studies reviewed the contents for applicability to his content area.

Jane Algozzine
Chief, Bureau of Reading Education

DEVELOPING PROFICIENCY IN THE READING/STUDY SKILLS FOR CONTENT TEACHERS

Introduction:

The goal of this inservice package is to help content area teachers meet the demand for differentiating reading instruction. This teaching procedure provides appropriate learning tasks for the wide range among students in learning style, potential for academic success, and reading achievement.

Contents:

Section One: Teacher Assessment

Section Two: Student Needs Assessment

Section Three: Program Assessment

Section Four: Program Planning for Differentiating Instruction

Bibliography of Materials

Section One: Teacher Assessment

Before a content-area teacher can plan a diversified reading/study skills program, he must first assess his existing attitudes and concerns regarding the job he feels he must do or the job he is required to do.

Teacher Task #1--Evaluation of Your Situation

Filling out the items on this inventory should bring your particular situation into focus.

Inventory

When I took this teaching position as a teacher of _____ , I had special reasons for getting involved as well as for wanting to reach definite goals in my teaching.

Why I decided to teach:

1.
2.
3.
4.

Objectives I want to accomplish when teaching my subject:

1.
2.
3.
4.

Factors that interfere with the attainment of my objectives:

1.
2.
3.
4.

Assumptions about learning to read:

Did the lack of interest on the part of students or difficulties in reading/learning appear on the list of factors interfering with your attainment of objectives? Perhaps the following will help you understand these factors better.

There are several assumptions that can be made about learning to read:

1. The ability to read, to re create meaning from printed symbols, is one of the most compiex of all human activities.

2. Reading involves a mixture of the following differences: physical, academic, emotional, environmental, and social.

3. Learning how to read is one of the most valuable accomplishments a person can acquire.

4. Failure to learn to read frequently results in severe personality problems.

5. Failure to learn to read inevitably results in academic failure.

6. Contributory to success in learning to read are proper timing in instruction; appropriate methodology, materials, and pacing; and a favorable learning climate.

7. The beginning approach for teaching reading is crucial to the learner.

Teacher Task # 2--Assessment of Your Concerns

Examine your thinking by answering these questions in order to see whether your thinking is in line with the assumption:

Question: What concerns do you think a school administration should have about a child when he is enrolled in kindergarten?

Answer:

Directive: Check those concerns that you think most schools actually take into account.

Question: What characteristics and/or abilities do you think a teacher of beginning reading should have?

Answer:

Directive: Check those that you think are usually required when hiring these teachers.

Question: The teacher is undoubtedly the most essential element in the reading instruction process. However, there are also a number of other important factors which contribute to a good learning situation for reading. Which do you rate as fundamental?

Answer:

Directive: Check those items which you feel most schools provide.

Teacher Task #3--School Responsibility to the Beginning Child

Read and react to the following complaint about how the school fails in its responsibility to the beginning reader.

> Unfortunately, enrollment in a public school is almost always based on essentially one condition: Is the child five years of age? Sometimes a few tests of general ability are given and parent interviews are conducted, but rarely are the data used to evaluate the needs of a particular child or as a basis for keeping the child out of the instructional milieu for an additional year to provide time for greater maturity. Furthermore, the data that are gathered are frequently not effectively communicated to the teacher; and often, when they are, the teacher does not utilize them to plan individualized instruction. The end result of all this is that children arrive in kindergarten with a wide variety of abilities, home and experience backgrounds, attitudes, physical-coordinational levels of performance, and social-educational levels.
>
> Perhaps all of the resultant differences in needs could be met by guaranteeing teacher preparedness, interest, and creativity; appropriate classroom facilities, learning aids, and materials; and quality instruction. However, there is often great disparity in all of these areas from school to school and frequently among different classes in the same school. A child must often depend on the luck of the draw regarding the atmosphere in which he will learn, the facilities available, the number of students in the class, the teacher's instructional method, and even the teacher that he gets.

As if all this were not enough for the beginning reader to contend with, an even more discouraging situation exists. While our schools give lip-service to the axiom, "Take the child where he is," this worthy intention may be forgotten soon after enrollment and may be practically non-existent after the first two years of school. Teachers above the second grade often expect children to have attained a certain level of competence. A child's failure to reach such levels may result in emotions ranging from indifference to open hostility on the part of both teacher and child.

As an outcome, the child is often given inappropriate learning tasks which he cannot handle. He reacts in an unacceptable fashion. The teacher's negative response completes the dismal cycle. From this point on, it is a short hop to total indifference to school; apathy for learning; and open hostility to reading, teachers, and ultimately to all of society.

List your reactions under one or more of these headings:

1
Points of Agreement

2
Points of Disagreement

3
Significance to Elementary Teacher

4
Significance to Subject Teacher

Teacher Task #4--Surveying Your Attitude

As you work through this package, you will be assigned a number of tasks which are planned to assist you when providing a differentiated program in your subject area. React to the twenty statements in the following attitude survey. Later, you will be asked to use this instrument as a post-survey to serve as a self-check of possible changes in your thinking.

	Agree	Disagree	Not Sure
1. There are more pupils with reading problems today than there were 30 years ago.	A	D	NS
2. Most poor readers have trouble because they don't know their phonics.	A	D	NS
3. Pupils should be retained at a grade level if they cannot score at a designated level in reading achievement.	A	D	NS
4. Fifth graders who score at the second grade level on a reading test should still be required to read fifth grade material in order for them to be ready for sixth grade.	A	D	NS
5. Diagnostic teaching will provide a framework for personalizing instruction.	A	D	NS
6. Grouping for reading /learning needs is accomplished only where small classes are concerned and pupils are independent.	A	D	NS
7. Experiential background of a pupil has little to do with his ability to comprehend when he reads.	A	D	NS
8. Students experiencing severe reading difficulties are usually of low intelligence.	A	D	NS
9. The standardized reading score obtained from a pupil's record indicates the readability level of the textbook that should be assigned to him.	A	D	NS
10. Diagnostic tests are not for classroom use.	A	D	NS
11. Study and reading skills should be taught mainly by reading and/or English teachers.	A	D	NS

		Agree	Disagree	Not Sure
12.	Most content area texts are written at grade level.	A	D	NS
13.	Most content area teachers do not have time to teach reading/thinking skills.	A	D	NS
14.	Most basic reading skills cannot be taught within the context of the content areas.	A	D	NS
15.	Most content area teachers feel confident teaching basic reading/study skills in content areas.	A	D	NS
16.	Grouping for learning at different levels within the same class is impractical, if not impossible, in content-area classes.	A	D	NS
17.	If students can't read texts, a good long-range solution is to use materials other than texts.	A	D	NS
18.	Criterion-referenced tests can be created and used by content-area teachers.	A	D	NS
19.	Most content-area teachers have had a course in teaching reading.	A	D	NS
20.	Differentiated assignments can be developed by the content-area teacher for a class of thirty-three or more students.	A	D	NS

Teacher Task #5--Suggested Readings

Do some independent study to determine what support other educators lend to the positions you have taken in the attitude survey. Discuss points of differences with other members of your staff.

Suggested references are:

1. Anastasion, Nichols J., "A Comparison of Two Approaches in Upgrading Reading Instruction," Elementary English, 45 (April, 1968), 495-99.

2. Beltrame, Irvin and Van Dyk, Howard, "The Hillsdale Plan: Solution, Salvation," Journal of Reading, 12 (Dec. 1968), 224-28

3. Cameron, Jack R., "Read Critically--or Join the Mob", Journal of Reading, 12 (Oct., 1968), 24-26.

4. Current Administrative Problems in Reading, Newark, Del.: The International Reading Association, 1968.

5. Dawson, Mildren A. (Compiler), Developing Comprehension Including Critical Reading, Newark, Del.: The International Reading Association, 1968.

6. Development of Lifetime Reading Habits, Newark, Del.: The International Reading Association, 1968.

7. Duffy, Gerald G., "Developing the Reading Habit," The Reading Teacher, 21 (Dec., 1967), 253-54.

8. Early, Margaret, et. al., Critical Reading Develops Early, Newark, Del.: The International Reading Association, 1968.

9. Educating the Children of the Poor, Washington, D.C.: Association for Supervision and Curriculum Development, 1968.

10. Education for Socially Disadvantaged Children, Review of Educational Research, American Education Research Association, V. 35, No. 5.

11. Guszok, Frank J., "Teacher Questioning and Reading," The Reading Teacher, 21 (Dec., 1967), 227-234.

12. Harrison, Alan R., "Critical Reading for Elementary Pupils," The Reading Teacher, 21 (Dec., 1967), 244-47

13. Ramsay, Wallace, Organizing for Individual Differences, Newark, Del: International Reading Association, 1969.

14. Rathrock, Dayton G., "Teachers Surveyed: A Decade of Individualized Reading," Elementary English 45 (Oct., 1968), 754-57.

15. Reddin, Estay, "Listening Instruction, Reading and Critical Thinking," The Reading Teacher, 21 (Apr., 1968), 654-57.

16. Rogers, C.D., "Developmental Integration in Reading," Elementary English, 45 (Dec., 1968), 1068-70.

17. Sartain, Harry W., "Organizational Patterns of Schools and Classrooms for Reading Instruction, National Society for Study of Education. 1968 Yearbook, Part 11, Chap. VI.

18. The Individualized Reading Program, Newark, Del.: The International Reading Association, 1968.

19. Whipple, Gertrude, and Black, Millard, Reading for Children Without--Our Disadvantaged Youth, Newark, Del.: The International Reading Association, 1967.

Professional Book List for Secondary Teachers

1. Cushenbery, Donald C., Reading Improvement in the Secondary Schools, West Nyack: Parker Publishing Co., Inc., 1970.

2. Fader, Daniel N. and McNeil, Elton B., Hooked on Books: Program and Proof, New York: Berkeley Publishing Co., 1968.

3. Gunn, Angella M. (Ed.), What We Know About School Reading, Newton Center, Mass.: National Council of Teachers of English, 1969.

4. Hofner, Lawrence, Improving Reading in the Secondary Schools, New York: The Macmillan Company, 1967.

5. Herber, Harold L., Teaching Reading in the Content Areas, Englewood Cliffs, N.J., Prentice Hall, Inc., 1970.

6. Marksheffel, Ned. D., Better Reading in the Secondary School, New York: The Ronald Press, 1966.

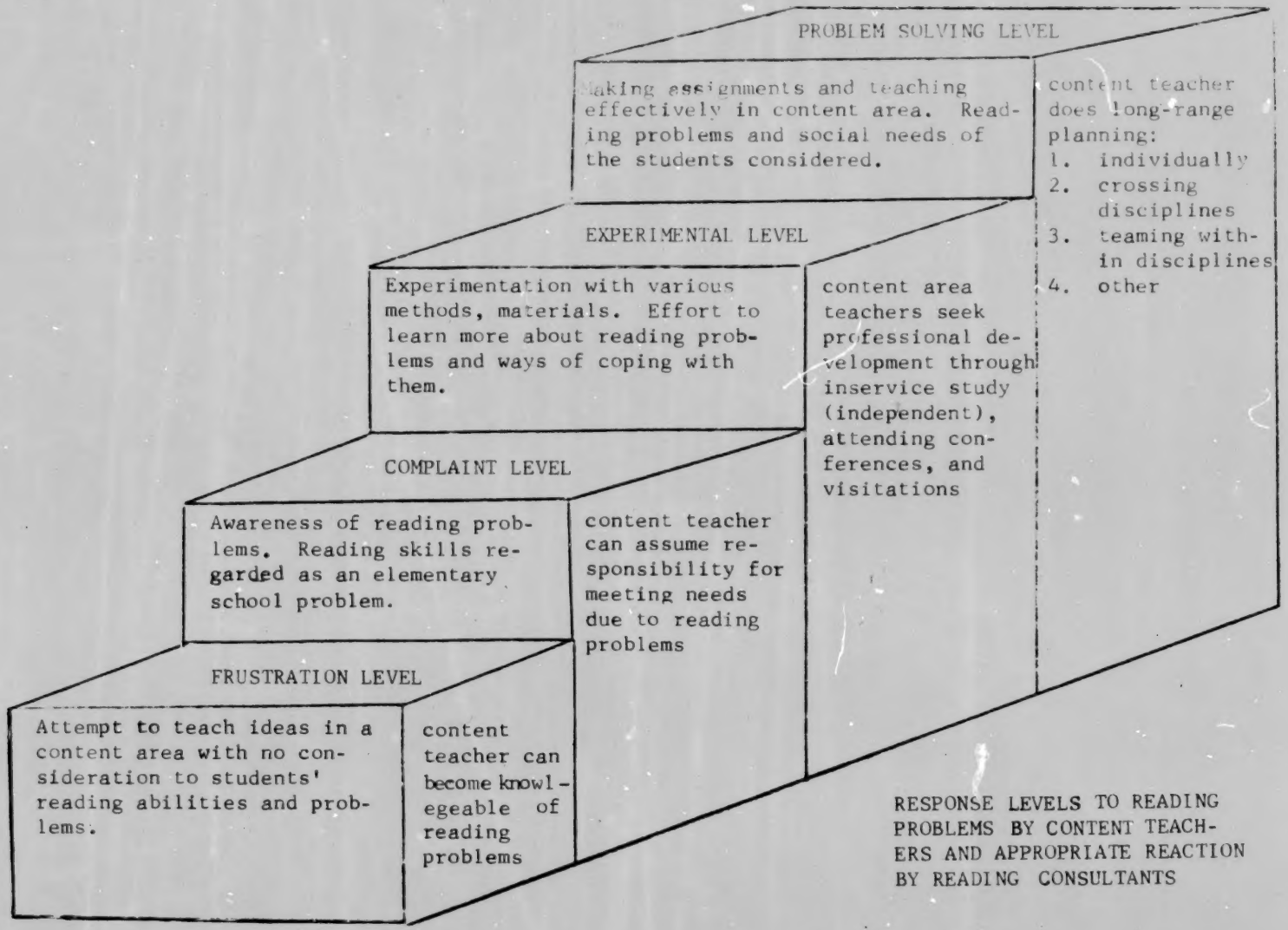
The Role of a Reading Consultant:

Some school systems are fortunate to have a reading consultant who can guide and support efforts to solve reading problems. The accompanying diagram, by Robinson-Smith[1], illustrates the levels of response typical of some content area teachers as well as appropriate reactions by reading consultants. However, many schools have no professional on the staff to effect change in reading services. At what level is your department's response? How can you as an individual make a difference? When you finish studying this package, you should be qualified to supply supportive services at each level. Alternative services to those of the reading consultant could be provided: department chairman, content-area teams, cross-discipline teams, reading committee, teachers with a reading speciality.

Teacher Task #6--Response-Level Chart

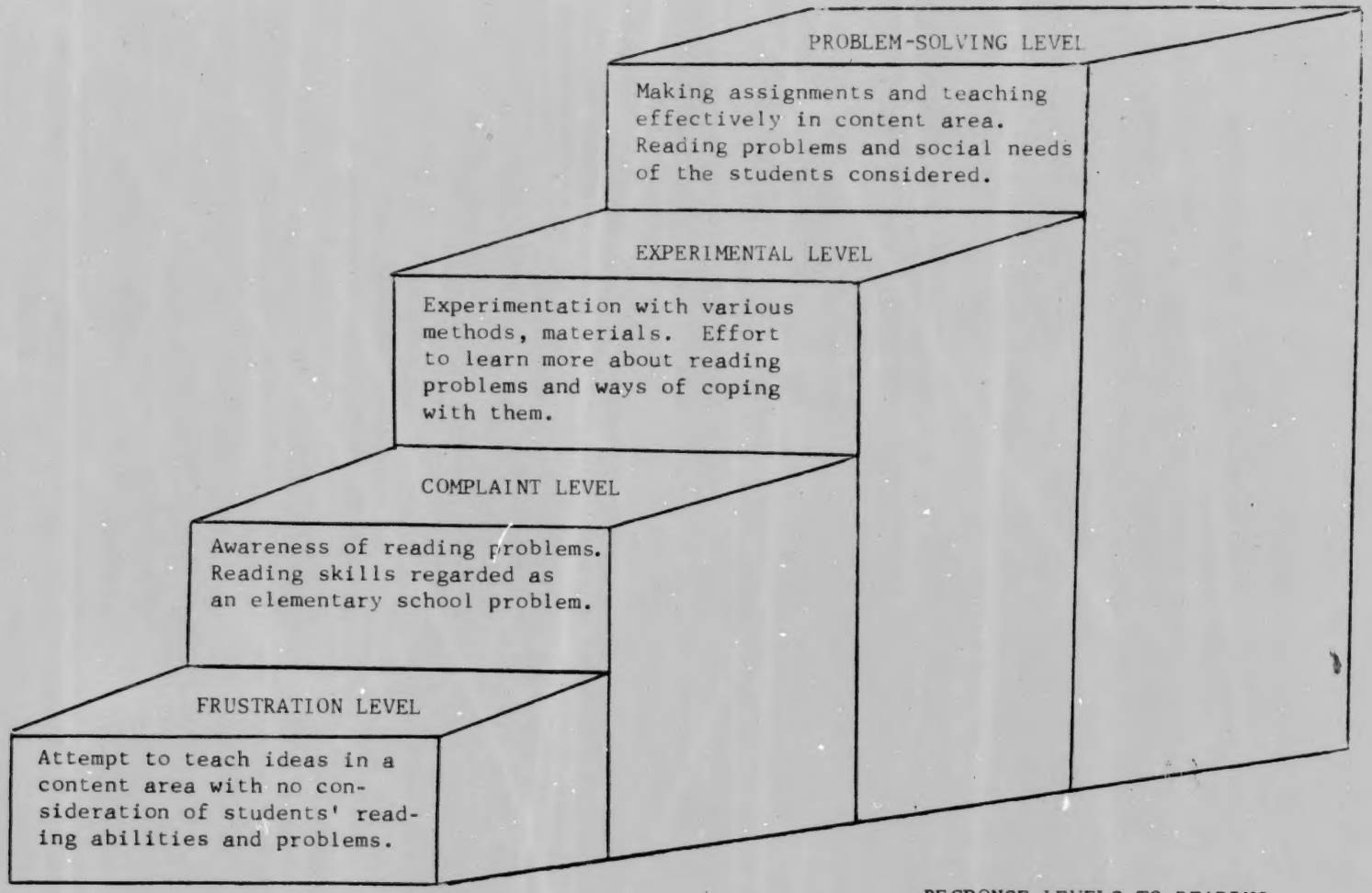
Study the following Response-Level Chart prepared by Robinson and Smith, noting the responses suggested for a reading consultant. Using the accompanying chart, add responses which you as a content teacher, trained in the reading area, might make at each level.

[1] Robinson, Richard D. and Smith, Beverly J., "Secondary Consultant: Remedial Teacher of Content Teachers," Journal of Reading, Vol. 16, No. 6, March, 1973, Communications Printing, Inc., Newark, Delaware, p. 441.


PROBLEM SOLVING LEVEL
Making assignments and teaching effectively in content area. Reading problems and social needs of the students considered.
content teacher does long-range planning:
1. individually
2. crossing disciplines
3. teaming within disciplines
4. other
EXPERIMENTAL LEVEL
Experimentation with various methods, materials. Effort to learn more about reading problems and ways of coping with them.
content area teachers seek professional development through inservice study (independent), attending conferences, and visitations
COMPLAINT LEVEL
Awareness of reading problems. Reading skills regarded as an elementary school problem.
content teacher can assume responsibility for meeting needs due to reading problems
FRUSTRATION LEVEL
Attempt to teach ideas in a content area with no consideration to students' reading abilities and problems.
content teacher can become knowlegeable of reading problems

RESPONSE LEVELS TO READING PROBLEMS BY CONTENT TEACHERS AND APPROPRIATE REACTION BY READING CONSULTANTS

-SAMPLE-


PROBLEM-SOLVING LEVEL
Making assignments and teaching effectively in content area. Reading problems and social needs of the students considered.
EXPERIMENTAL LEVEL
Experimentation with various methods, materials. Effort to learn more about reading problems and ways of coping with them.
COMPLAINT LEVEL
Awareness of reading problems. Reading skills regarded as an elementary school problem.
FRUSTRATION LEVEL
Attempt to teach ideas in a content area with no consideration of students' reading abilities and problems.

RESPONSE LEVELS TO READING PROBLEMS BY CONTENT TEACHERS AND APPROPRIATE REACTION BY CONTENT TEACHERS.

-WORK COPY-

The chart which follows also portrays how the Reading Consultant may function in a secondary school and the interrelationship that may exist in the total organization.

Teacher Task #7--Evaluation of School's Reading Program

Determine how your school program in reading compares with that of the chart. Draw up a diagram to illustrate your finds.

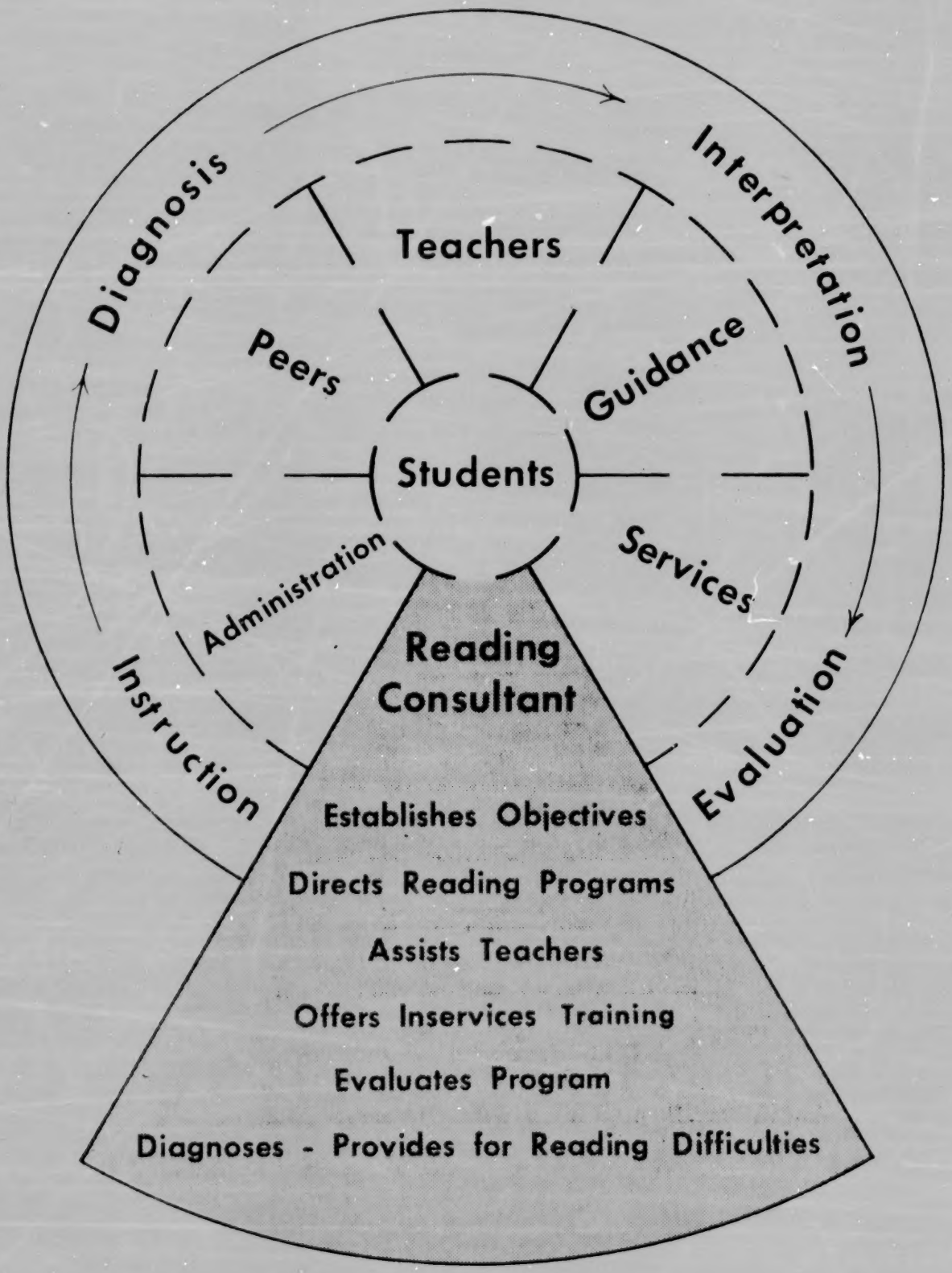
Discuss the results with other members of your staff. Could changes be made that would strengthen your organization? If so, use a plan such as the following to initiate change:

Improving the Reading Program

Recommendations (prioritized)	Who	When	How

If there is no reading consultant in your program, how can the responsibilities of this assignment be incorporated into the school program?

Organization of Total Secondary Reading Program



Teacher Task #8--Planning A Course of Action Toward Improving Reading Instruction

Now that you are completing Section One of this package, fill in the columns of this chart to determine your course of action as you complete the study.

HOW CAN CONTENT TEACHERS HELP IMPROVE READING INSTRUCTION ?	WHAT PREVENTS THESE IMPROVEMENTS ?	HOW CAN WE OVERCOME THESE OBSTACLES?	CHART YOUR COURSE OF ACTION. SET POSITIVE PRIORITIES

Section Two: Student Needs Assessment

As a content area teacher, you are responsible for presenting a given subject to particular groups of students. One of your greatest problems may be that of a wide diversity among students in performance, interests, and ability. These differences are invariably magnified by a great range in reading achievement.

The following may help you better understand the make-up of your particular class.

Teacher Task #9--Evaluation of Student Needs

List the methods or instruments you presently use to determine reading thinking study abilities of your students.

1.

2.

3.

4.

List the methods or instruments you presently use to determine what concepts students have already abstracted before you present a unit of work in your subject area.

1.

2.

3.

4.

List the methods or instruments you presently use to determine interest and general background of your students.

1.

2.

3.

4.

Factors Sometimes Preventing Teachers from Meeting Pupil Needs:

1. Numbers

Many content-area teachers point out that they often teach five different classes of 30 students each, making a total of 150 different students met each day. "How can I meet all those needs?" is the common question asked.

While the mission of the public school is to meet the needs of individual students, the arrangement of placing 30 or more in a class tends to interfere with meeting individual needs, especially if teachers are traditionally trained as content-area teachers. It is difficult to comprehend how to break classes into multiple-group activities or multiple-learning levels under such circumstances.

2 Administrative Policies

Many secondary school principals were traditionally trained and came to a leadership role usually with experience as a "traditional" teacher of content which basically involved utilizing a lecture-discussion method. This type of principal views good teaching as being able to stand in front of the class (a quiet, traditionally set-up class), give a fairly interesting lecture-discussion lesson with questions well sprinkled around the room, while experiencing only a minimum of main-office-related discipline problems. Conversely, attempts to break classes into need-related groups (using innovative, motivational techniques, multiple texts, and creative approaches to meeting pupil-learning needs) frequently become viewed with suspicion and cause for concern. The creative, sensitive, and willing teacher sometimes actually risks being censured if he attempts to change standard approaches.

3. Curriculum Pressures

In many secondary schools, standardized test scores, Regents-state test scores, and college entrance examination performance is frequently viewed as the basic objective of the schools. No one can dispute the fact that excellence in these areas is one of the worthwhile and necessary objectives of the public school, but it is only one of the school's objectives. When pursuit of this objective becomes paramount to the detriment of other important objectives of the public school, then it is cause for concern. In many instances, the teacher who is commended gives bland, non-motivational instruction which emphasizes content test performance and totally de-emphasizes the "whys" and the real literacy-learning needs of the students. Often the "battle" of immediate learning is won while the "war" of lifetime joys of learning and understanding is lost.

4. Parent Pressures

Most parents of today's secondary school students were educated in a traditional setting that emphasized content and test scores and judged success by how many students passed the Regents and got into college. Totally ignored were the large number of students who despised learning, the ever-increasing college drop-out rate, and the almost total lack of humanism in education. These parents frequently base judgments of schools on their school experiences, and they bring both subtle and overt pressure to bear on teachers who are not teaching accordingly.

5. Student Attitudes

In many instances, students are their own worse enemies! Creative, innovative, and sincere teachers will try to alter their methodology, classroom organization, and materials to meet pupil needs. Rather than welcoming, encouraging, cooperating, and participating in the teacher's attempts, students will often react with total apathy; and they frequently will suggest to the teacher that they like the "old" way of doing things. When confronted with these attitudes, many teachers merely give up and return to traditional approaches, citing the fact that "students really want to be taught content."

Research, experience, and careful observation of innovative, meaningful instructional approaches in secondary schools have revealed that student apathy is a reflection of many years of traditional instruction that has so patterned the student that he actually fears anything new or different. However, where innovative change is meaningfully introduced, enthusiastically implemented, and sustained with both pupil and teacher input, pupil attitudes normally can be changed to a supportive, positive position.

Self-Reflection:

Stop for a moment and candidly consider which of these non-teacher factors has been a possible reason why you have not initiated or used creative and innovative teaching techniques. Are you prepared to make the effort to overcome your obstacles?

Often content-area teachers feel so obliged to teach a "subject" that they don't get to know their students. Usually they recognize the importance of being aware of special interests, "hang-up," and needs; but, for obvious reasons, they do not deal directly with such problems.

Determining Literacy and Interest Levels of Students:

At present most teachers in the content areas use no other method than simple observations for determining general literacy and interest levels of their students. Class lists, compiled by the front office or a computer, contain the student's name, class level, and nothing else. The tragedy of the situation becomes clear when you consider the fact that in your class there are probably (according to one general rule-of-thumb) as many learning-literacy interest levels as the level grade you teach (e.g. you teach tenth grade English; there are ten learning levels in your class.)

Unfortunately, there are serious consequences that arise from using inappropriate instructional materials. Students who are taught content and concepts well below or above their ability level rapidly become bored, frustrated, and turned off. Students who are presented methods, texts, or teaching techniques that are unrelated to their level of ability or interest find it difficult to cope or be involved, so they begin to falter. The net result of this situation is that curriculum is often viewed as non-relevant. The good student may view school as a drag and a bore; whereas, the poor student finds himself trapped in a hopeless, frustrating sequence of failures.

If this hopeless cycle is to be broken, it must begin with <u>really</u> knowing the student by learning the following:

1. literacy level--what are the reading, learning, study-skills levels of this particular student and class?
2. interest level--what is the attitude of this student and class toward school in general and this class in particular?

3. concept level--what concepts related to a particular unit does this student and class already know? Which don't they know?

Unquestionably, gathering this data about classes takes time and frequently requires a radical change in one's approach to teaching.

Knowing this information about a student, however, and teaching him accordingly is the basis of accountability. In other words, you are accountable for what you teach, why you teach, and how you teach.

Teacher Task #10--Survey of Student Reading Difficulty

To determine the extent to which students are experiencing reading difficulties in your class, conduct a survey of one or two of your classes. Use Classroom Management, Package V, Section I, Data Collection, Its Organization and Use to guide you in the performance of the task. The charts and outlines of that package should be very helpful to you.

Unit-Concept Level-Loads:

By taking into consideration the literacy level, interest levels, and learning needs of the children in his class and combining these with basic administrative and curricular demands, the responsive teacher should be able to determine the appropriate concept level/load of any unit he will teach.

In some instances, testing procedures, curriculum mandates, parent pressures, department leadership, and inflexibility or attitude of the students themselves make certain demands. These factors cannot be totally ignored, nor should they solely determine what is to be taught. Rather, joint determination should be used to decide what concepts and curriculum content will be taught.

These concepts should be broken down into basically three levels for each unit.

a. Minimum competencies expected--the few concepts that even the most disabled-disinterested students will be able to internalize.

b. Other competencies--the concepts that most other students will be able to internalize.

c. Maximum competencies--the concepts that above-average and gifted students will internalize.

Perhaps an example will further clarify these points. Mr. X teaches a heterogenous, eleventh grade, American social studies class. He has students of mixed ability, interest, attitude, skills, background, etc. When he planned a unit about the U.S. Constitution, he and his colleagues, after much discussion, arrived at the following concepts load:

Min. Expectancy(ies) in concepts to be internalized

Concepts	Descriptor(s)
Government	A document describing our goverment
Laws	A document containing our basic law(s)

Average: All above and:

Concepts	Descriptor(s)
Government	A document which establishe(d) (s) our governmental system.
Laws	Basic law of the land incorporating
Federalism	Federal, State (local), individual
Checks & Balances, etc.	powers and responsibilities.

Max: All above and:

Concepts	Descriptor(s)
Government	The oldest written plan of goverment still functioning which was derived from generations of political thought based upon a knowledge of human behavior.
Federalism	Basic law of the land which attempts to
Checks and Balances, etc.	establish a balance between power and liberty.

While these concepts appear unbelievably simple, it should be realized that it took many hours of discussion to reach them. It is exceedingly difficult to boil down to simplest terms the plethora of concepts cited in every syllabus about American history.

Once the concepts for each level have been determined, a unit-concept pre-test should be given. This will enable the teacher to identify the specific needs of students and to group the class to meet these needs. These tests can be of any variety (multiple-choice, true-false, etc.), but they should briefly test the students' knowledge of basic unit concepts.

Give the pre-test to the class during a regular class period. Remind students that there is no mark for this test but that they should do their best work because the teaching of the unit will be based on their performance on this test.

Score the pre-tests and assign students to groups and activities based on indicated concept needs. It is possible, for example, for some superior students to be doing independent research work for most of the unit while others may be continually involved in small-group work with the teacher.

This pre-test is only an indicator; and where daily class performance, motivation, interest, etc., are contrary to the pre-test findings, utilize class experience for pupil placement. Do not use pre-test scores for a ranking mark.

Teacher Task #11--Unit-Concept Inventory

1. With members of your department or other interested teachers, try determining basic concepts for your class using the criteria mentioned in this unit. Be prepared to defend your determinations and ask teachers to defend their thinking as well.
2. Develop a unit-concept pre-test that determines what concept-related information students have or lack. Try to be innovative and creative in this task.
3. After using a unit-concept pre-test in your class, organize the class into different instructional groups.

Reading Troubleshooter's Checklist: Checking Specific Weaknesses

The Kottmeyer Reading Troubleshooter's Checklist[2] is another reliable instrument for determining specific reading weaknesses, interpreting the significance of findings, and matching instructional materials with needs. Copies of this diagnostic-prescriptive aid are included. It can serve as a model for building your own recording device. Using instructional objectives, criterion-referenced test items, and your own bank of instructional

[2]Kottmeyer, William, Reading Troubleshooter's Checklist, Webster Publishing Co., 1154 Reco Avenue, St. Louis, Missouri.

materials, programs can be individualized. (See Package VIII, "Prescriptions for Improving Word Recognition Skills" of the Inservice Reading Resource Kit for further information regarding this technique.

READING SPECIALIST'S GUIDE FOR DIAGNOSING TROUBLE SHOOTING*

1. How much sight vocabulary has he? (Not pertinent to this Teacher Task)

2. Does he try to use context clues? (Not pertinent to this Teacher Task)

3. Does he know the names of the letters?

(Record the students knowledge of the letter names. Draw a circle around the misses; write the errors made.) Show the student flash cards of each individual letter. Say, "Read these letters".

B	A	I	S	C	D	F	E	P	T	M	L	R
Z	J	U	G	W	X	Q	K	V	Y	H	N	O
r	o	n	i	m	y	t	v	k	p	a	i	a
j	u	s	h	b	c	g	w	d	f	x	q	e

4. Does he know the consonant sounds?

Show the letters on a card. Say,

a. "Letters have sounds. Can you sound these letters?"

r n l m v z s f

Using this guide, record the students errors by drawing a circle around the misses and writing in the incorrect responses.

Show these letter combinations on a card. Say,

b. When these letters are together, what sound do they make?"

sh ch th wh ng

Draw a circle around the misses: Write the errors the pupil made. Use this to record student's performance.

5. Can he substitute beginning consonant sounds?

Make a flash card for each of the following sight words. On the back of the card, print the corresponding test word. Show the sight word first asking the child to read it. Tell him the word if he does not know it. Turn the card over and ask him to read the test word without help.

Record his performance by circling the misses on this sheet. Write in incorrect responses.

Sight words: man sent star night at hen blue kite their next hair

* Adapted from Teachers Guide for Remedial Reading, Wm. Kottmeyer, Webster 1959

Test Words: ban pent mar bight gat fen clue rite lair zest

6. Can he hear the short vowel sounds in words?

Say, "I am going to say some words. Listen and tell me which vowel sound you hear in each word." Record errors on this sheet. Circle the misses, writing incorrect responses above the word.

Test words: bread (short e) bunk (short u) snap (short a)
split (short i) block (short o)

7. Can he tell when vowel sounds are long in words?

Present the following words on flash cards.

Say, "Try to read these words as well as you can, even if you never saw them before."

Test words: teal vie shoal trite gate dune

Record errors on this sheet.

8. Does he know the common vowel digraphs?

Present the following words on flash cards

Say, "Here are some words you probably won't know. Try to read them as well as you can."

Test words: nook awl coy flout stray maul foil jowl

Record errors on this sheet

9. Can he blend letter sounds to form words?

Present these words on flash cards.

Say, "Here are some nonsense words. They really are not words at all, but I'd like to see if you can read them."

Test words: fis lote gud keat hin sut jay
tope sive muts bame grue nibs pud
nobe beed nel bute kim sult faim

Record the errors on this sheet.

10. Does he make reversals?

Present these words on flash cards.

Say, "Read these words as fast as you can--hurry!"

Test words: pal even no saw raw ten tar won pot
rats keep nap tops read meat lap never

Present these words on flash cards. Record errors on this sheet.

11. Does he see the common prefixes as units?

Present these words in a typed list.

Say, "Here are some more nonsense words. Read them as well as you can."

Test words: repan conjump inwell delike dispay combent
ungate excry proread preread enstand

Record errors on this sheet.

12. Does he see the common suffixes as units?

Present these words in a typed list.

Say, "Read these nonsene words as well as you can."

Test words: marbing booker floorest daytion skinance
meanness chairly waterfull burnant truckous

Record errors on this sheet.

13. Does he see compound words as units?

Present these words in a typed list.

Say, "Read these nonsense words as well as you can."

Test words: nightbank dinnerplayer basketmeet broomfeather
paperjumper eatmobile spaderoom carthouse

Record errors on this sheet.

14. Can he divide long words into parts?

Say, "Divide these words into parts by marking the parts (i.e., drawing lines between syllables.) Read the words after you have marked the parts."

Test words: bombardment combination refreshment establishment
revolver entertain calculate cucumber

Record errors on this sheet.

Teacher Task #12--Determining Performance Level of Study Habits

Make up a list of questions to be used with your class to determine at what level they see their own performance in study habits related to reading, outlining, exam preparation, and the like.

What steps can you take to help individuals in an approach for more efficient study skills?

Any of the described techniques could be used to initiate a new unit of study. Careful analysis of outcomes can be revelatory. Select one suggested exercise. After using it with a class, determine how many of the checklist items provided here could apply to the results.

Problem in:

spelling
handwriting
clarity of expression
lack of self-perception
over sensitivity
under competitiveness
over competitiveness
reading
aggressiveness
reliance on peers
reliance on adult standards
initiative
independence
self-confidence
ambition
leadership
value judgments
other

Differentiation Strategies Based on Needs:

How can the analysis be used to help differentiate assigned tasks in your subject? Which of these items might be selected as a strategy?

Select one student from your class and plan an assignment for him based on your findings from the previous assessment.

peer pairing
student tutor assignment
adult tutor assignment
staff interview
community interview
library research
cross-discipline study
independent study program
group leader assignment
program planning
LAP assignment
school publication assignment
multi-media program

Teacher Task #13--Involving Students in Inter-Personal Discussions

Following are some suggestions for involving students in inter-personal discussions at the same time that the right to privacy is respected. Read these for background information. The section was developed by Dr. Judy Del Bosco, Regional Reading Coordinator for the Board of Cooperative Educational Services of Nassau County. References for extending this work may be located in the following book.

Values Clarification: A Handbook of Practical Strategies for Teachers and Students by Sidney Simon, Leland Howe, and Howard Kirschenbaum published by Hart of New York City in 1972.

1. Determining Students' Personal Interests, Views, and Priorities:

If a teacher is to structure the teaching-learning situation effectively, it is essential to know the students' individual interests, outlooks, motivations, and preferences. These student factors determine what a student will "buy" from educational offerings. Therefore, in "merchandising" reading in the content areas, if we consider "packaging" or "repackaging" reading to include favored student interest areas, we have a ready market for our reading in the content areas products.

There follow some group-administered techniques for assessing students individually in the areas outlined above.

1. GOAL-ASSESSING BASIC PRIORITIES

Technique: Pose this question to the class. "If you were on a committee to decide what 10 things every child born in the world today should have, what 10 would you choose?" Students write their responses and turn them in. They may choose not to participate if they wish. The teacher should be available for assistance, if needed.

Alternative Techniques: Pose the question and set up small-group discussions to find common agreement upon 10 things. Then have a whole-group discussion of the findings. Pose the question to the entire class and organize a whole-class discussion with the right to "pass" when the turn comes to one who doesn't choose to participate.

Alternative Questions: 10 characteristics; 10 personal qualities; 10 social characteristics; 10 educational assets; 10 physical assets.

Alternative Structure: Vary the number of responses considered. The fewer asked for, the more pointed the response. Or, vary the thrust of the question and direct it toward the teaching or school structure. For example, 10 things every teacher in the school should have (or do); 10 things every school program should include; 10 opportunities every educational system should provide.

2. GOAL-ASSESSING PERSONAL ACTION AND INVOLVEMENT

Technique: Developing a personal Coat of Arms

Class preparation: A coat of arms is a symbol of who you are, what you do, and what is important to you. In medieval times, this kind of insignia was embroidered on the light garment worn over a knight's armor, usually symbolizing the name or status of the knight and his achievement or aspirations. Coats of arms also came to distinquish families as well

as individual people.

Consider this blank coat of arms shield your own and draw pictures in each section, as you will be directed. Art work doesn't count for or against you. Your drawings are to be simple and may even by incomplete as long as you know and can explain what the drawings mean. Do NOT use words except in the sixth section. Let's begin.

Section 1: Draw a picture to show something you are very good at doing.

Section 2: Draw a picture of something you value so much that you may never choose to give it up.

Section 3: Draw two pictures. First make a picture of your greatest achievement at home; next draw a picture of your greatest achievement at school.

Section 4: Use this block to show one activity you would like to be really good at.

Section 5: If you were magically guaranteed success in whatever you might attempt this next year, what would you choose to work on? Draw it in section 5.

Section 6: In the last block, you can use words. Think about what you would like to have people say about you and what you hope they think about you. Write down four of these words.

See insertion sheet for a model Coat of Arms outline drawing.

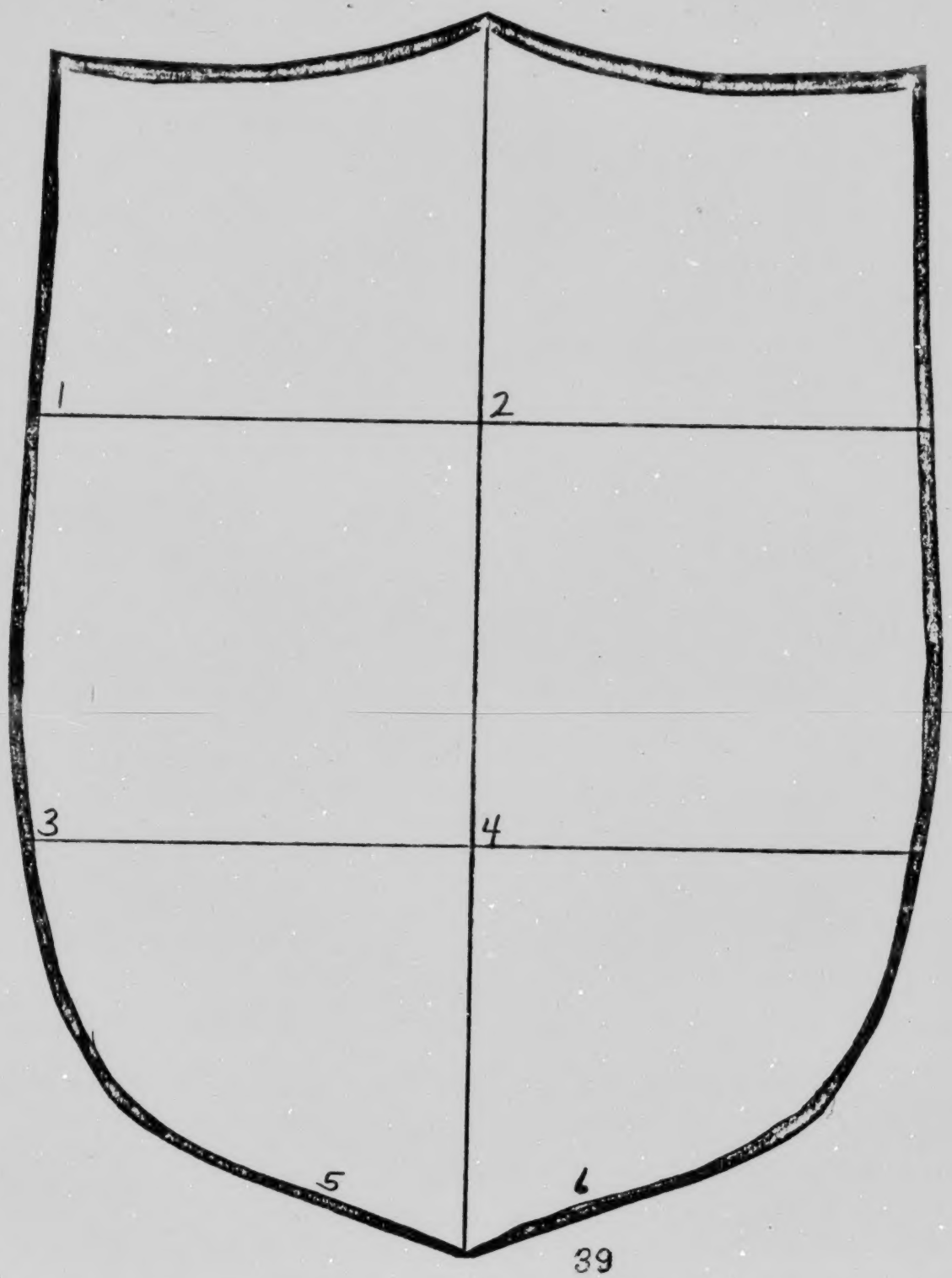
3. GOAL-ASSESSING PERSONAL INTEREST AND ACTION DIRECTIONS

Technique: Unfinished sentences. Each student is provided a list of unfinished sentences. The students complete the sentences and turn them in to the teacher. If a student wishes, he may decline to participate on one or more of the items. Specific non-threatening sentences may be used as a basis for classroom or small-group discussions.

1. My best school work is in ...
2. If I had a million dollars, I would ...
3. If I had 24 hours to live, ...

My Coat of Arms

name _____



4. If I were principal of my school, ...

5. I wish I were ...

6. On Saturdays I like to ...

7. I would like to be ...

8. The hardest thing for me is ...

9. I really like to ...

10. I am most comfortable when ...

11. My children won't have ...

12. If I were the President ...

This list is not intended for use as it stands since it is too long; this activity might be conducted over a period of time with a few minutes a week given to each question, one at a time. This would give the teacher more time for a definitive study of student interests.

4. GOAL: ASSESSING PERSONAL INTERESTS AND MOTIVATIONS

Technique: "As quickly as you can, list 20 things which you really love to do."

Alternative technique: Same as above but "list 20 things you would like to do. There are no right or wrong answers about what you should list." Collect the papers after five minutes.

Teacher evaluation of lists which can follow three lines: activity related to power, social affiliation, or achievement. Quickly survey the students' sheets one at a time and beside each entry place the correct identifier: "P" for power, "S" for social affiliation, and "A" for achievement. A tally will reveal the major personal interest (and need) for each student.

Alternative evaluation keys: Other possible re-evaluations could include "P" for political, "E" for economic, and "C" for cultural.

Students' self-evaluation: Give the students one or more of the evaluation keys. A good one to start with is "AA" Ask them to identify patterns in their lists. Ask the following:

"Identify patterns in your list."

"Did you learn something about yourself?"

"Are there some things you are not pleased to find?"

"Are you pleased with some items on your list?"

"Would you like to make some changes, now that you have thought about it?"

"Has this caused you to personally consider your current direction?"

5. GOAL-ASSESSING GENERAL SOCIAL OUTLOOK

Technique: Forced choices. Using a four-point scale, the following key may be employed: "AA" absolutely all right; "OK" agree pretty much; "MD" mildly disagree; "D" disagree. A numbered list of blanks may be given to the students; the teacher reads the items to the class. The key should be written upon the board for student reference. Students mark their sheets as the numbered items are read.

There follow some sample items. More could be added; however, it is important to note that highly controversial areas should be avoided.

1. How do you feel about this statement? "If you are involved in a situation in any way, you are responsible for how it turns out."
2. How do you feel about violence on TV shows during the hours young children are awake?
3. How do you feel about someone's spending $1000 to bury a pet?
4. How do you feel about an employer's advertising equal opportunities and equal salaries for women and then asking a young woman in the interview if she is planning to be married soon?
5. How do you feel about cheating?
6. How would you feel about paying more taxes for getting rid of pollution?

7. How do you feel about telling lies to your parents?

8. How do you feel about taking the major responsibility for your future?

9. How do you feel about telling a friend's secret after you have had a fight with him?

10. How do you feel about non-conventional approaches to educational problems?

11. How do you feel about the so-called "generation gap"

12. How do you feel about letting students teach adults some things?

13. How do you feel about having students teach other students?

14. How do you feel about sharing the work at home?

Alternative techniques: Pose the question and set up small-group discussions to resolve differences in opinions. Have a discussion reporter inform the class about the collective opinions of the separate groups.

The Reading Interest Inventory included in Package VII of the Inservice Reading Resource Kit, "Reading Comprehension as Related to Thinking Processes," pages 10-16, is another useful instrument to evaluate students' attitudes toward the importance of reading.

Such an instrument as that provided by Preston and Botel, Study Habits Checklist [3] might prove helpful for assessing students' previous preparation in study skills. A sample from the Preston and Botel is illustrated here.

> In addition to reading the required textbooks, do you read other materials for your courses?
>
> Do you read over the table of contents of a book before you begin studying the book?

Response levels are indicated on a scale of 1 to 5.

The following are samples of two additional tools that may be used for assessing student reading-study skills.

[3]Preston, Ralph and Botel, Morton, Study Habits Checklist, Science Research Associates, Chicago, 1967.

Pupils should be observed while skimming; prepare one copy of the following for each student and record whether they note the title, whether they read the summary or preview, look over the end-of-chapter questions, illustrations, etc. Place a check before the statement most characteristic of pupil behavior.

_____ Surveys quickly and easily, "hitting" and dwelling on correct items.

_____ Surveys fairly accurately but shows unsureness by hesitations and slowness.

_____ Surveys stumblingly; has general awareness of what to look for but experiences difficulty in applying theory.

_____ Shows little knowledge of how to survey; appears to lack systematic approach.

_____ Either lacking survey how-to or not motivated to perform here.

This form is to be used by teachers as a guide for group evaluation. Place a check before the statement most characteristic of the class situation.

_____ The vast majority of the class maintains sustained reading with almost no lapses in concentration.

_____ More than half the class maintains fairly sustained reading with only occasional glancing away from their books or yielding to routine distractions.

_____ At least a fourth of the class can maintain concentration. All but a few pupils show some ability to maintain reading with only short-lived lapses in concentration.

_____ General concentration is desultory; the majority of pupils spend most of their time staring into space, idly turning pages, or talking with other pupils, etc., rather than reading.

_____ Hardly any reading is being accomplished.

Section Three: Program Assessment

Often content area teachers integrate reading-study skills into their daily lessons without consciously doing so. The following will help you to assess your program offerings and course structure.

Teacher Task #14--Assessment of How Well Program Meets Students' Needs

What techniques that you presently are using help improve basic literacy of those students experiencing severe reading, learning, and motivational difficulties? List these techniques.

1.

2.

3.

4.

What grouping techniques do you use in your classes to meet the various needs and abilities of all students? List these techniques.

1.

2.

3.

4.

If you do not group to meet needs, but know your students aren't on the same level, there must be reasons why you don't group. List your reasons.

1.

2.

3.

4.

When presenting new material or concepts, most teachers try to motivate students utilizing various techniques, ideas, and gimmicks. What are some motivational devices you use most effectively?

1.

2.

3.

4

If you do not use motivational techniques, why not?

1.

2.

3.

4.

You probably use at least one text in your classes. Do you know what the reading-concept difficulty of the book is? List your guess for each text you use in your classes.

	Text Name	Readability Level
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____

If you don't use alternative materials, there must be some explanation. List the reasons.

1.

2.

3.

4.

Do you know other additional materials which are available? List any you might use.

1.

2.

3.

4.

Teacher Task #15--Assessing Course Needs

This guide suggests a method for evaluating how well your course meets the needs of individuals in your class.

HOW "HARD" IS THE MATERIAL IN MY COURSE?

Determined through use of Readability Formulas

- Dale Chall
- Fry Nomograph
- Cloze

HOW WELL DO MY PUPILS READ?

Determined by standard tests; IRI, informal & teacher-made tests

HOW MANY PUPILS CAN"T HANDLE MY MATERIALS?

Determined by interpretation of test results

HOW MANY PUPILS ARE CAPABLE OF IMPROVING THEIR READING?

Shown by deriving a relationship between reading and I.Q. (or expectancy level)

HOW DO I KNOW WHAT KINDS OF READING HELP TO GIVE MY PUPILS?

Determined through diagnostic interpretation of IRI

Obtained by analyzing responses to questions that teach

HOW CAN I HELP THOSE PUPILS WHO CAN'T READ WELL?

Offer alternatives to their texts

Select materials from Good Reading for Poor Readers by Spache

Provide narrative tapes prepared by good readers

Pair poorer readers with those who excel

Help them to improve their reading

Show them the variety of content arrangement (topic headings, subheadings, etc.) and how to use them

Give opportunities to practice gaining reading speed and flexibility

Teach students to ask questions that provide for self-learning

Help them with their text reading Guide

HOW CAN I IMPROVE MY PUPILS' SKILLS?

Teach use of SQ3R

Provide practice applying T-square

HOW REALISTIC ARE MY HOMEWORK ASSIGNMENTS?

Analyze how well matched are abilities and assignments

*See Package II, Inservice Reading Resource Kit

Teacher Task #16--Assessing Teacher Practices

An instrument for evaluating teacher practices has been devised by Cushenbery.[4] Evaluate your own attention to reading instruction by using his rating strategy. If teachers are practicing these concepts and they are a part of their everyday teaching procedures, a "yes" answer should be indicated for each of the following statements:

A. I have a number of pieces of resource materials available for use by those students who are reading at various reading levels.

B. I always take time to acquaint the class with the unique aspects of the text and other materials.

C. My students always have a definite purpose for reading before they begin any silent reading assignment.

D. New words and phrases are always introduced at the beginning of the unit and nearly every student can pronounce the word (s) and understand their meaning.

E. When building comprehension skills, I not only emphasize details but also such other aspects as main ideas, generalizations, directions, and facts versus opinions.

F. The students in my classes are always encouraged to read widely in other sources besides the text.

G. The discussion phase of my lesson plan centers around the reading purposes which were established earlier with my students.

H. Periodic as well as continuous evaluation of students to determine the degree of reteaching necessary is always a part of my long-range teaching plans.

I. Opportunities are always presented for meaningful oral or silent rereading of resource material.

The accompanying Classroom Observation Aid was devised for administrators' use. You may wish to use it as a guide for your classroom practices.

[4] Cushenbery, Donald C., Remedial Reading in the Secondary School, Parker Publishing Company, West Nyack, N.Y., 1972, pp. 119-120.

CLASSROOM OBSERVATION AID

For administrators observing the teaching of READING in English and other content areas (e.g., social studies, science, etc.)

Based on Suggestions by
Margaret Early, Professor of Education, Syracuse University, in Reading, Bulletin No. 318, National Association of Secondary School Principals, p. 56.

1. Are concepts developed and vocabulary introduced before students read an assignment?
2. Does the teacher help pupils to identify the reading tasks required by a particular assignment?
3. Does the teacher demonstrate how to apply the necessary reading skills?
4. Is attention paid not only to what a textbook says but to how it is said, that is, to the author's choice of words, his sentence structure, and his organization of ideas?
5. Is the author's purpose examined?
6. Are comparisons made among treatments of the same subject?
7. Are students not only encouraged to make judgements but shown how?
8. Is the teacher aware of the different kinds of reading abilities his pupils possess?
9. Does the teacher help the pupils to make the best use of their various abilities by providing books and other reading materials at varying levels of difficulty?

This Classroom Observation Aid is not intended as a teacher rating form. Thus there is no place for teacher's name, class, date, name of observer, etc. Rather, it should be used to suggest to the administrator what he should be looking for in secondary school reading instruction.

Teacher Task #17--Instructional Responsibility in the Content Area

Following is a question-answer guideline for use in program planning, which could conceivably be instrumental by suggesting ideas for changes. As you consider the answers to the questions, rate your use of the various techniques on a scale from 1 to 3, representing "very important" to "not a responsibility of the content teacher."

Rating Code

1. very important
2. important
3. not a responsibility of content teacher

Answer the following briefly:

			Rating		
			1	2	3
Question	1.	How does the content area teacher provide readiness for a particular subject?			
Answer	a.	by relating past experiences of students to the reading assignment at hand	___	___	___
	b.	by reviewing technical vocabulary	___	___	___
	c.	by setting purpose for reading	___	___	___
Question	2.	Study skills are important, particularly in content areas. What study techniques should a content area teacher structure into a lesson?			
Answer	a.	orientation and purposes for the study	___	___	___
	b.	follow-up lessons	___	___	___
	c.	reading materials for further study which			
		1. give an overview of materials	___	___	___
		2. provide time for surveying materials prior to study	___	___	___
		3. provide time for discussion of materials after further study	___	___	___
	d.	how to organize notes	___	___	___
	e.	how to review	___	___	___
	f.	how to study a chapter	___	___	___
Question	3.	When content area teachers use multi-level materials, how should their usefulness be evaluated?			
Answer	a.	on the basis of strength in the content area and ranked in order of strength	___	___	___
	b.	through application of a readability formula for each text to determine levels of reading difficulty	___	___	___
Question	4.	Why should content area teachers use differentiated assignments?			

			Rating 1	2	3
Answer	a.	so that assignments can be adjusted to individual capabilities and needs	___	___	___
	b.	so that discussions are enhanced	___	___	___
	c.	so that students can contribute in-depth about specific topics	___	___	___
Question	5.	Why should all content teachers employ the "art of questioning?"			
Answer	a.	so that questions can become the purpose for reading	___	___	___
	b.	so that in-depth thinking processes are utilized as bases for in-depth reading	___	___	___
	c.	so that provision is made for individualizing involvement	___	___	___
Question	6.	Should the content area teacher evaluate student progress often? Explain.			
Answer		Yes. Continuous evaluation becomes part of total teaching pattern			
Question	7.	Why are classroom libraries important in content instruction?			
Answer	a.	for providing another source that relates to the content area	___	___	___
	b.	for encouraging students to broaden background in content area	___	___	___
	c.	for motivating, especially to poorer reader	___	___	___
	d.	for enabling greater scope for individualization	___	___	___
Question	8.	What type of classroom organization can a content-area teacher utilize for more efficient reading?			
Answer	a.	large-group techniques	___	___	___
	b.	small-group techniques	___	___	___
	c.	individualized instruction	___	___	___
	d.	independent study opportunities	___	___	___
Question	9.	How can content area teachers work together?			

		Rating 1	2	3
Answer	a. through team teaching--cooperative planning and cooperative teaching	___	___	___
	b. by using a reading specialist's expertise	___	___	___
	c. by cooperating in cross disciplines	___	___	___

Question 10. What non-print materials can content-area teachers utilize? and why?

Answer

MATERIALS

a. tapes	___	___	___
b. records	___	___	___
c. filmstrips	___	___	___
d. films	___	___	___
e. T.V.	___	___	___
f. radio	___	___	___
g. human resources	___	___	___

PURPOSES

a. to clarify a concept students found to be hazy when reading	___	___	___
b. to discuss technical vocabulary	___	___	___
c. to set purpose for study	___	___	___
d. to provide extended opportunities for individualization	___	___	___

Hopefully you have checked only columns 1 and 2 with a weight of preference given usually to column 1.

Teachers need to know whether a student can read materials with functional comprehension. Package II, The Informal Reading Inventory, describes one way to determine a student's instructional reading level.

Rough screening devices are also used. For example, if the student misses more than two words in a running fifty from a page selected at random, the material is probably too difficult. Obtain a student's achievement test score and arbitrarily subtract two grade levels from that to find the level at which he can probably read with comprehension.

Some texts contain word glossaries in the appendix of the book. Select every fifth word from this list. Make a word list from this selection. Ask the student to read the list of words. If he misses more than two words in each ten words on the list, the book will be too hard.

Research is giving favorable returns on the use of the cloze procedure to determine readability of expository materials. A description of this method follows.

+Use of Cloze to Determine Readability of Expository Materials

Dr. Joseph W. Culhane

CLOZE is a procedure whereby words are deleted automatically from a printed passage according to a predetermined word count. The mutilated passage is then retyped; the deleted words are replaced by blank spaces of uniform length. Students are then asked to read the mutilated passage and, using their prior knowledge and the content of the passage, to reinsert the words which have been deleted. For example, a cloze package about the general background of cloze might look as follows. (Every 5th word has been deleted; replace the exact word. You will find the deleted words on page _____ _____, but try to complete the passage before referring to the list.)

1. Cloze as a means ___1___ assessing the comprehensibility of ___2___ passage was initiated in 1953 ___3___ Wilson Taylor. Several researchers ___4___ Bormuth, Bankin, Weaver, Jenkinson, ___5___ Ruddell have picked the ___6___ up and used it ___7___ assessment purposes. Rankin found ___8___ correlations between cloze tests ___9___ other measures of reading ___10___. Bormuth and Rankin established ___11___ comparability of cloze and ___12___ - choice test scores. Bormuth ___13___ found cloze to be ___14___ a better measure of ___15___ than existing formulae since ___16___ assesses students abilities to ___17___ and understand while actively ___18___ in the reading process.

+ This same information is contained in the January issue of Clearinghouse.

Taylor's _____has indicated that due_____the occurrence of many _____"little" or structure words _____deleted than content words, _____cloze test should consist _____fifty deleted items.

Recent research has also indicated two other key points:

1. In comprehension testing and in determining readability, every 10th word is usually deleted.
2. There is no significant difference between exact word replacements and synonym replacements. However, to avoid hair splitting, haggling, and to keep an assessment objective, only exact word replacements are counted correct. Synonym replacements for deleted words may be used for teaching, especially if followed by discussion.

When using cloze to assess the ability of a class to read a particular piece of expository material, the following steps are followed:

1. Select a passage of approximately 250-300 words near the beginning of the material.
2. Using an automatic any-word deletion process, count off and cross out, in pencil, every 5th word (Proper names, numbers, and dates are often left intact unless there are enough context clues available to help students).
3. Retype the passage, inserting a blank of about 10 spaces in place of the crossed-out word. Note, if the passage is to be reused, number the blank spaces and provide an answer sheet.
4. Administer the mutilated passage to the class. Tell the students to read through the passage first; then, using their prior knowledge and available context clues, replace the words

that have been deleted. Tell them the words may be big or little words. The blank length offers no clue. You may also indicate that there is no passing or failing.

5. Score the passages giving credit only for exact words replaced.
6. Divide the number of correct replacements by the total number of blanks in the passage to determine the "cloze percentage score."
7. Use the following table to determine if the material will be on an Independent, Instructional, or Frustrational level for each student.

* Score range	Reading level
Below 40%	Frustration
From 41% to 60%	Instructional
Over 61%	Independent

*Score ranges and correspondence to multiple-choice test score determined in study by Rankin and Culhane in December 1969 Journal of Reading.

Quite naturally, some adjustments may have to be made for those scoring near upper or lower levels in either range. However, this system has been used quite successfully by teachers and found to be effective in determining, within a class period and for entire groups at a time, exactly who is going to experience difficulty in handling the material, and for whom the reading will be so easy as to be non-instructional. Try it initially on a class where you know the performing level of the students to help you see the accuracy of this method.

Word list from Exercise I.

1. of
2. a
3. by
4. notably
5. and
6. idea
7. for
8. high
9. and
10. comprehension
11. the
12. multiple
13. has
14. perhaps
15. readability
16. it
17. read
18. engaged
19. research
20. to
21. more
22. being
23. a
24. of

Section Four: Program Planning for Differentiating Instruction

This section contains a number of guides and strategies to help you in your program planning (see list below). Dispersed throughout other packages in this kit, as well as in the previous sections of this particular package, you have been given a number of useful practices. Hopefully, you have been building a file and have been putting ideas into practice also.

At the end of this section, you will be given a form on which to evaluate the success of all implementation.

Guides and Strategies to Help in Program Planning:

Avoid Assumptive Teaching

SQ3R Study Method for Reading a Textbook Chapter as an Assignment

Functional Secondary School Reading Skills

Reading/Study Techniques in the Specific Subject Areas

The T-SQUARE Method for Studying A Textbook Chapter

Classroom Strategies for Meeting Reading Inadequacies

Can Your Class Text Help Students to Improve Reading Ability?

A Program for Vocabulary Development

LAP's

Project SPOKE

The General Characteristics of an Individualized Learning Packet

The Preparation of Diffentiated Learning Packets for Individualizing Instruction

The Directed Learning Activity (DLA)

Team Learning

Commercially Prepared Reading Materials

Pupil-Made Reading Materials

Suggestions for Rewriting Materials for Poor Readers

Avoid Assumptive Teaching:

Teachers have habitually based too much of their instructional strategy on what Harold Herber terms "assumptive teaching." He makes a strong recommendation to ensure that students not be frustrated by demands upon them for independence before they are ready.

"There needs to be a design," he says, "a structure within which students are led to potential independence. If independent activity is expected and students have not been shown how to perform that activity, this is assumptive teaching. It neglects the critical factor in good instructions, that is, that students must be shown how to do whatever it is they are expected to do independently. With respect to any skill, independence is an ultimate state, not an immediate one."

Herber goes on to describe in well illustrated detail the three major parts of this instruction which should be provided. First, is the preparation which the teacher deliberately designs to initiate the learning of new concepts. Then, is the guidance through the process being taught; following this comes the support needed until the student can proceed alone through the learning content.[5]

Teachers also assume that skill in literal comprehension indicates equivalent skill at interpretative and creative levels. At this point refer to Package VII, Second Section for reading comprehension levels and skills and Third Section for correlation of these skills levels to higher thought processes.

[5]Herber, Harold, Teaching in the Content Areas, Prentice Hall, Inc., Englewood Cliffs, N.J., 1970, pp. 30 and 31.

Reading Skills Instruction Plan:

In keeping with this philosophy, is the accompanying outline which has been adapted from Sewanhaka Central High School's guide developed under the direction of Dr. Dan Dramer.

It is the position of the New York State Education Department that each secondary teacher is responsible for actively teaching those reading skills which comprise an integral part of his own subject. Any teacher, should, in fact, be teaching reading during the course of teaching a subject effectively. For example, reading teachers consider that outlining is a reading skill, but surely social studies and English teachers feel the teaching of outlining comes under their subject area. As a minimum, each subject teacher should be responsible for instructing his students in basic reading procedures. Consequently, each department chairman should be charged with seeing that teachers in his department are familiar with basic reading skills and techniques and that the teachers are employing them, when appropriate, in their teaching.

Following are suggested strategies:

I. General Reading/Study Techniques

A. SQ3R Study Method for Reading a Textbook Chapter as an Assignment. (Caution: Be sure that the textbook is appropriate to the instructional reading level of the student. Apply a readability index to the text. Find the instructional level of the student. See Packages II and VI of The Inservice Reading Resource Kit.)

1. SURVEY:

   Preview the title, summary, questions, etc.

2. QUESTION:

   Turn the first heading into a question.

3. READ:

   Read actively to find the answer to that question.

4. RECITE:

   Try to answer the question (by taking notes). Repeat the QUESTION, READ, AND RECITE steps for each headed section in the text.

5. REVIEW:

   Look over your notes; cover them; try reciting them from memory.

B. Functional Secondary School Reading Skills

1. Identifying stated main ideas.

2. Identifying inferred main ideas.

3. Drawing conclusions from a stated and/or inferred main idea.

4. Finding stated supporting details.

5. Drawing conclusions from stated or inferred supporting details.

6. Following a sequence of events.

7. Detecting cause-effect relationships.

8. Following directions.

9. Differentiating between fact and opinion.

10. Locating information and references; using the dictionary, Reader's Guide, encyclopedia, library files, tables of contents, indexes, etc.

11. Reading maps, charts, graphs, cartoons, etc.

12. Finding word meanings from context clues.

13. Developing flexibility; learning to adjust reading rate to the difficulty of the material and the purpose for which one is reading.

14. Learning to analyze words from morphemes contained in them.

II. Reading/Study Techniques in the Specific Subject Areas.
(select subject area applicable to your need)

A. Literature

1. The Five-Step, Teacher-Directed Reading Activity for Reading a Piece of Literature in Class.

a. Developing readiness for reading

1. Building an experience background
2. Teaching unknown and/or unrecognized words
3. Setting a purpose for the reading of the selection

b. Reading the selection

c. Discussing the material read

d. Rereading the selection for new purposes

e. Making use of the ideas gained from the selection

2. Literature Reading Skills

Specific reading skills relating to the study of literature (which is an appreciation rather than a skills subject) include such activities as:

a. Comparing characters

b. Comparing settings

c. Deciding upon the action a reader would have taken had he been in the character's place

d. Noting (and discussing) choice of words

e. Discussing the outcome if events had been different

f. Noting qualities of character

g. Drawing inferences regarding deeper meanings

h. Examining the author's mood, tone, point-of-view, and purpose

i. Interpreting colloquial language

j. Locating those incidents most frightening, exciting, etc.

k. Reliving experiences of characters

l. Attributing reasons for behavior or emotions

m. Visualizing pictures or word pictures

n. Understanding and appreciating figurative language

o. Understanding symbolism and its contribution to literature

p. Recognizing irony and paradox

q. Recognizing various literary types and learning to adjust reading to their demands

r. Recognizing structure rising and falling action, etc.

s. Developing literary "taste"

t. Responding to rhyme, meter, alliteration, onomatopoeia, and other poetic elements

B. Science

1. The Five-Step, Teacher-Directed Reading Activity for Reading Scientific Material in Class

a. Step One: Readiness

Relating the experiences and knowledge of the pupils to the new material

Arousing the pupils' interest in the section

The challenge of solving a problem
The desire to satisfy curiosity
The practical value of scientific knowledge

b. Step Two: Concept Development

Developing vocabulary

Words and phrases new to the pupils

Familiar words and phrases with new connotations

Clarifying ideas, i.e. of measurement

Space	Energy
Time	Mass

c. Step Three: Silent Reading

Asking pupils to find answers to specific questions

Asking pupils to discover and follow the steps of the experiment or problem.

d. Step Four: Discussion (Oral or Written)

Helping pupils to evaluate their answers to questions

Helping pupils to discover or to understand principles or theories

Helping pupils to see the practical application of principles or theories

e. Step Five: Rereading (Silent or Oral)

Checking accuracy

Examining critically

2. Science Reading Skills

a. Passages presenting factual details leading to a general conclusion or concept

The reader is required to note the facts, remember them while completing the passage, visualize the relationships, and grasp the conclusion.

b. Passages presenting details of processes

These involve following time order, among other relationships. The reader must attend to the proper sequence of steps in the process. Diagrams and formulas often accompany the explanations and must be carefully examined as the text is read.

c. Passages involving classification

The reader is asked to note similarities and differences, often minute. Pictures are frequently supplied in the text, and the reader should observe these closely to note details.

d. Passages giving directions for pupil performance

Directions must be read first from beginning to end, reread to comprehend and visualize each step, and read again as each step is carried out. A final reading is necessary to check the accuracy of the pupil's actual operation and to verify the results.

e. Passages presenting problems for solution

The reader must determine what is to be found, what facts are known, what other facts are needed, what steps are to be followed in solving the problem, and how the result is to be verified (Variation: Some passages present a problem, followed by an explanation of how the problem was solved by scientists).

f. Graphs, charts, tables, diagrams, and pictures

The reader must be attentive to all parts of such graphic presentation, including captions, titles, labels, and keys.

3. Reading Skills Checklist for Science

The student has learned to:

a. comprehend factual materials:

(1) Recognize the main idea

note details
select relevant facts
define problem

(2) Organize and classify facts

(3) Note sequence

(4) Read critically

draw inferences
draw conclusions
separate fact from opinion

(5) Recognize relationships

cause and effect
sequence

(6) Adjust reading rate to purpose

b. Increase his vocabulary

(1) Recognize and understand technical terms

note exact meanings
suit meaning to context

(2) Use dictionary and glossary as an aid to understanding

c. Understand pictorial materials

Graphs
Diagrams
Cartoons and other representations of scientific facts

d. Follow directions

e. Retain and recall

C. Social Studies

1. The Five-Step, Teacher-Directed Reading Scientific Material in Class

a. Step One: Readiness

Arouse pupil interest
Set a purpose for the reading
Develop a background and a sense of continuity
Create an awareness of the reading required

b. Step Two: Concept Development

Discuss the vocabulary and concepts which need clarification
Explain how context may give a term meaning
Study pronunciation and spelling when appropriate

c. Step Three: Silent Reading

Locate specific details
Find the main idea and supporting details
See a vivid picture through word concepts
Locate information by skimming
Determine accuracy of statements

d. Step Four: Discussion (Oral or Written)

Check comprehension
Share different points of view

e. Step Five: Rereading (Silent or Oral)

Check accuracy
Examine critically

2. Social Studies Reading Skills

Social Studies teachers suggest the following purposes for reading in this subject area:

a. To answer a question
b. To note details
c. To obtain a general impression
d. To follow directions
e. To substantiate a statement
f. To draw conclusions based on inferences
g. To follow a sequence of events
h. To organize materials from many sources
i. To note relationships
j. To discriminate between fact and opinion
k. To analyze propaganda for fostering critical reading skills. There are a number of techniques that can be used for this.

A few examples are given here:

The class reads a newspaper report of a political speech, analyzes the reasoning of the speaker, and notes any obvious emotional expressions used.

The class reads a newspaper editorial on the subject of a public issue, analyzes the reasoning, and discusses the topic.

Each pupil reads copies of two different news magazines and tries to detect differences between them in treatment of the news.

The class compares the front pages of two or more different newspapers on the same day, noting differences in the kind of news event given prominence and differences in headlines used. They then discuss possible editorial policies.

The class reads copies of a publicity leaflet issued by any organized group and analyzes it to determine (1) the stated purpose, (2) possible unstated purposes, (3) worthiness of the purpose, (4) quality of the reasoning, (5) appeals to emotions and validity of the appeals, and (6) status of the organization issuing the publicity.

l. To read maps, charts, graphs, and tables, it should not be assumed that pupils will automatically refer to graphic materials or tables in the textbooks and be able to extract information from them. In fact, there is a tendency for immature pupils to ignore such materials or to be unable to get meaning from them or to relate them to the text. Through direct instruction and questioning, teachers should enhance the skills of reading such materials and emphasize their importance.

Morris says that maps "should be the chief visual aid of the teacher... Each student, at the beginning of the course, should learn to read maps with as much care as he reads his textbooks."[6]

Specific practice exercises in map reading should include reading the title, the explanation of the key, observation of the distance scale, and the presentation of longitude and latitude. Instruction should include the various types of maps and globes: physical, political, historical, and pictorial. Exercises should include practice in measurement of distances, using the scale and interpretation of colors or line patterns in accordance with the key. Interpretation practices can be provided by asking pupils such questions as:

> What natural features of the environment would you expect to find if you visited this area?
>
> Would you expect this region to offer favorable opportunities for growing wheat? Why or why not?
>
> If you wanted to go from here to _____, what means of transportation would you expect to take? Why?

m. To interpret line graphs, pie graphs, and pictograms. It is important that the reader first note carefully the title of the graph, the key, and any explanatory notes.

[6] Morris, J.W., Use of geography in teaching American History, Thirty-first Yearbook for the National Council for the Social Studies, Washington, D.C., 1961.

3. Reading Skills Checklist for Social Studies

The student has learned to:

a. Comprehend factual materials

Recognize the main idea

note details
select relevant facts

See relationships

cause and effect
time, place, and distance
sequential
part-whole
quantitative
analogous

Read critically

draw conclusions
recognize

Differentiate between fact and opinion

recognize propaganda
substantiate facts

Adjust reading rate to purpose

b. Increase his vocabulary

Recognize propaganda

Select exact meanings to fit the context

Use the dictionary, textbook aids, and reference materials

c. Understand graphic materials

Read and interpret

pictures
maps
graphs and tables
cartoons

d. Follow directions

e. Retain and recall

D. Mathematics

1. The Five-Step, Teacher-Directed Reading Activity for Reading Math Material in Class

a. Step One: Readiness

Helping pupils understand the reasons for solving problems

The challenge of solving problems
The need for solving a particular problem
An interest in a particular problem

Making sure that the pupil

Knows the general methods of approach to solving problems
Has the mathematical and the general background necessary for understanding the problem

b. Step Two: Concept Development

Developing vocabulary

General vocabulary
Mathematical vocabulary
Words whose mathematical meaning is different from their general meaning; for example, proper, rational, complex, root
Words whose mathematical meaning is more precise than the general meaning; for example, similar, opposite, direction, bisect

Helping pupils see how sentence structure affects the understanding of the problem and its translation into mathematical language

c. Step Three: Silent Reading (to determine the fundamental problem)

Determining what is given
Determining what is to be found or proved

d. Step Four: Discussion and Rereading (to determine the method of solution)

e. Step Five: Rereading (to determine whether the solution is correct)

2. Mathematics Reading Skills

   a. Reading problems to grasp the problem as a whole

   b. Reading problems to answer the question "What are you to find?"

   c. Reading problems to answer the question "What facts are given to work with?"

   d. Reading problems to decide what process to use

   e. Reading problems to estimate answers

   f. Charting necessary information in solving a problem

   g. Following directions and understanding explanations dealing with numerical systems

   h. Interpreting numerical aspects of maps

   i. Reading algebraic equations

   j. Reading critically statistical statements in context

   k. Recognizing length and relationships of time periods

   l. Adjusting reading rate to the pattern for systematic reading instruction

   m. Conversion of words into symbols; phrases into symbols

   n. Expressing relationships in symbols and words

   o. Reading through the explanation of the derivation of a formula

   p. Reading a math problem to note symbols of equality.

3. Reading Skills Checklist for Mathematics

   The student has learned to:

   a. Comprehend factual materials

      Recognize the main idea

         sense problems
         define problems

Recognize details

select relevant facts
see relationships

Organize and classify facts

Note sequence

Adjust his reading rate to his purpose

b. Increase his vocabulary

Recognize and understand technical terms

understand and select exact meanings
suit meaning to context

Use the dictionary, textbook aids, and reference materials

c. Understand graphic materials

Read graphs and diagrams

Read charts

d. Follow directions

e. Retain and recall

E. Other Subject Areas

Teachers of art, music, health education, industrial arts, home economics, and other subject areas will have many occasions for guiding their pupils' learning through reading. Similar principles and techniques which apply to the application of reading in the subject areas dealt with also apply to the areas of fine arts and the practical arts.

Many terms that appear in health education textbooks are similar to those encountered in social studies and science. Such technical terms as vitamin-B complex, oxidation, nutrient, deficiency must be discussed in advance of the reading assignment. Techniques for this presentation are detailed in the methodology explained for science classes.

E. Other Subject Areas (continued)

Teachers of music and art must be particularly careful about vocabulary and concept development if true comprehension and full interpretation of the fine arts media are to result from reading. They also have many occasions for assigning or encouraging wide reading of supplementary books and the use of library reference sources.

Industrial arts and home economics teachers are fully aware of difficulties pupils encounter in following directions. It is wise to review the step-by-step plan for this purpose that was described in the chapter about general procedures. Teachers of these and other subjects will find in the preceding chapters both general and specific suggestions that can be applied directly to their courses of study whenever learning is based on reading.

Sources To Use For Additional Study

Be A Better Reader, Teacher's Guide for Book II, second edition, Nila B. Smith. Englewood Cliffs: Prentice-Hall, Inc. (1963)

Current Science, Teacher's Edition, Vol. III, No. 4 (Oct., 1966).

Five Steps to Reading Success in Science, Social Studies, and Mathematics, Metropolitan School Study Council. New York: Teachers College, Columbia University (1960).

The Improvement of Reading, third edition, P. Strang, C.M. McCullough, A.E. Traxler. New York: McGraw-Hill Book Company, Inc. (1961).

Instructions to Personnel Writing Material for Curriculum Development, The University of the State of New York, The State Education Department (1965).

Reading Proficiency Program, Phoenix: Phoenix Union High School.

Teacher Task #18--SQ3R Test

Now that you are ready to try the SQ3R study method with your students, use this test to determine how much they already know about the mechanics of the method. You will also want to readminister this test as a post-test at the conclusion of the study.

This test is designed to measure pupils' knowledge of the sequential steps in the Survey Q3R study method. It does not measure their ability to utilize the method in actual textbook reading.

It provides a useful pre-test/post-test comparison for determining how successful you have been when imparting the mechanics of the method.

Sample of the SQ3R Test:

Directions: Fill in the blanks

(1-5) The five steps (in order) of the Survey Q3R Study method are

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) The step involving changing of sub-chapter headings is the

(6) _____step

(7) We decide what we're going to read to find out in the

(7) _____step

(8) The very first thing to look at when starting to preview the chapter is

(8) _____step

(9) Note-taking takes place after the (9) _____step

(10) The three steps (in questions 1-5 above) which are repeated for each headed section in the textbook are

(A) _____

(B) _____

(C) _____

Teachers' Directions:

Time Required

5 MINUTE TIME LIMIT

Scoring the test

All answers are fill-ins. The test can be scored by pupils (observing cautions such as switching papers, having the scorer initial the test which he has marked, etc.). For ease of scoring, all answers appear along the right-hand margin of the page.

Answer Key

Allow no substitutions; no partial credit. Order must be correct. (1) survey, (2) question, (3) read, (4) recite, (5) review, (6) question (accept the number 2 or word "second"), (7) question (accept the number 2 or the word "second"), (8) the title, (9) recite (accept the number 4 or the word "fourth"), (10) (a) question, (b) read, (c) recite (accept numbers 2, 3, and 4 or any combination).

Suggested interpretation of results (based on possible exposure to method at various grade levels)

Grade Seven

Pre-test: We would expect seventh graders to be "wiped out"; it would be surprising if they did not get close to zero.

Post-test: No mark of less than 100% can be considered good. Questions 1-5 are especially important; every pupil should be able to answer them.

Grade Eight

Pre-test: Classes should average 80% - 90%. Every pupil should know steps 1-5.

Post-test: No mark of less than 100% can be considered good. Questions 1-5 are especially important; every pupil should be able to answer them.

Grade Nine

Pre-test: Pupils who attended CHSD 2 in grades seven and eight should be thoroughly familiar with SQ3R. Every pupil should be able to answer Questions 1 - 5.

Post-test: Nothing less than a class average of 100% should be acceptable. In addition to this quiz which measures mechanics only, ninth graders should take the note-taking test.

Another Technique for Reading/Study:

The T-SQUARE Method for Studying a Textbook Chapter by Dan Dramer

TITLE — Nothing you can read gives you as much information for as little expenditure of time as a chapter title. It also gives the author's point-of-view. Yet we find that many readers skip this most important step.

SUMMARY — The author usually sums up his main point at the end of the chapter. Since these are the most important aspects of the chapter, the reader should read them first so that he can give them special attention when he encounters them in his actual reading. In recent years, the summaries of many textbooks have been moved to the beginning of the chapter (where they really belong); they are called "previews," or "looking ahead."

QUESTIONS — Of the hundreds of questions an author might ask at the conclusion of a chapter, he usually includes only the ten or so he feels most important. The reader should look these questions over before he reads the chapter so that they can guide his reading. When you encounter one of the points covered by the author's questions, it is your signal to slow down and read with extra attention.

UNUSUAL — All types of editorial and typographical assistance are built into texts. A quick survey of these signals can provide you with an excellent overview of the chapter. Skim the maps, charts, graphs, illustrations, etc., and their captions. Look for headings, sub-titles, marginal notes, boldface print, italics--anything unusual that stands out.

ASK — The A in T-Square stands for ask, but it could just as appropriately stand for active since its purpose is to promote active reading. Take the heading of each section of the chapter and turn it into a question which will promote active reading. Then--

READ — Read to find the answer to the question. If your original question was not a good one, modify it.

EXAMINE — Test yourself to see if you can still answer the question for which you were reading. Do your examining by taking notes. This kills two birds with one stone since, in addition to testing yourself, you get a set of notes.

These first four steps constitute a preview technique suitable for reading any type of material. Previewing will help you read faster and with better understanding and retention because it provides you with an overview of the entire unit. You can see all the important parts and how they relate to each other.

Classroom Strategies for Meeting Reading Inadequacies:

As already stated, there are many levels of reader-learners in our classes. Yet, in most schools all pupils in a class are given the same textbook and learning materials without any consideration of the tremendous differences in their abilities. This would be like taking a bus load of skiers arriving at a ski area and conveying them to the top of the expert slope and making them all go down regardless of their ability, skills, fears, or limitations. This kind of procedure is followed over and over again in American schools, resulting in turned-off students, discouraged teachers, bewildered parents, and an overall ineffectual education system.

Some well-intentioned teachers, realizing that their students are having difficulty with the textbook, will eliminate the text and practically all reading materials, utilizing films, tape recorders, discussion, etc., as their main instructional devices. The weakness and danger in this approach is that students who are experiencing difficulty or slow maturation in handling the printed word become even more handicapped when not exposed to the reading act. If a fifth grade student who has had trouble with reading goes through the next three years in middle school with only occasional and brief periods of handling printed matter, he will probably leave the school as a virtual non-reader. You can't learn to play tennis by watching golfing films, and you can't learn or improve in reading by not reading!

If students are to grow in their reading ability, placing them in materials at the appropriate level is essential. (For directions in determining correct reading levels, see the Inservice Reading Resource Kit, Package II, "Informal Reading Inventory," Learning Task II, Page 3b.) A pupil placed on his independent reading level can handle reading material

on his own, while a child on his instructional reading level can read materials with teacher or peer assistance. The key thought to bear in mind is that both of these students will continue to grow in reading ability, but a student assigned to the frustrational level not only does not grow but he actually begins to lose his skills and to regress in his reading ability.

Teaching pupils to read effectively is one of the most important goals of the American public schools, and reaching toward this goal should be part of every teacher's responsibility, regardless of particular content-area responsibilities. No one expects content-area teachers to teach reading per se, but they certainly can provide materials that will facilitate the reading act and perhaps eliminate frustration and further skills regression.

Teacher Task #19--Resource File of Instructional Techniques

Develop a resource file containing selected samples of instructional techniques which you should be using for teaching reading skills in your content area. As you continue to work through Section Four of this package, you will find several samples which can be used as models.

Can Your Class Text Help Students to Improve Reading Ability?

The answer to this question, most likely, is "yes" if students are able to handle reading on the level of the text, and "probably not" if the students are not able to handle material on that level. Assuming the concepts presented in this package have been internalized and the reading levels of students have been determined, then the task is to determine the reading level of the text book so that the text can be utilized for those students who can handle it.

The process by which the reading level of a textbook is determined is called determining readability. Since this process has been thoroughly discussed in another package, you should go to that material and familiarize yourself with it. (See Package VI, How to Judge Readability of Books.)

Teacher Task #20--Determining Readability of Texts

Utilize the information given about readability (Package VI) to determine the readability level of your texts using the Fry Formula. Share your results with other members of your department.

If you have reached the conclusion that the text book is hopelessly beyond some of your students and your materials budget won't permit you to purchase new materials, what do you do? One solution, even though it is somewhat time consuming, is to create teacher-made materials for particular units.

Let us assume you are a science teacher and you are working with a class of eleventh graders in general science. You want to develop a unit about the heart with materials written at different levels. Begin by collecting various textbooks about the unit written at different levels. Some of your elementary school colleagues will be happy to work with you

by loaning you copies of texts.

Xerox copies of the pages from each text. You might now have material about the heart from the third, fifth, seventh, eighth, and eleventh grade texts. Staple the Xerox copies into a filing folder because no self-respecting eleventh grade student would want to be seen reading from an elementary science book, but a filing folder is another story!

Students or groups can now be assigned specific folders, or these materials can be used as resources to which students can turn for specific information.

Teacher Task #21--Visit Elementary Classroom

Visit a good, early-elementary classroom where multiple texts are used and observe how the teacher handles various groups but still maintains a total class thrust.

A Program for Vocabulary Development:

When you rated your program in the previous assessment section, if you found need for help, you should turn to such a teachers' handbook as Thomas and Robinson's Improving Reading in Every Class.[7] For example, study the following excerpts from their text which may help you to improve your vocabulary instruction.

General Principles

The following principles, among others, can guide vocabulary growth in every classroom.

1. Direct and indirect experience: trips, TV, films, film strips, models can enlarge the vocabularies of students and invest new words with meaning.
2. Wide reading accounts for much of a competent reader's growth in vocabulary. Through reading he spends countless hours in a world of words. He meets new words repeatedly in similar and different settings, often with some increment of meaning at each encounter, and gradually incorporates them into his vocabulary. All teachers can encourage students to read widely and to approach their reading with a conscious effort to notice unfamiliar words (and to make selected ones their own.)
3. Direct attention to vocabulary should supplement vocabulary growth through reading. Major research studies indicate that consistent, systematic instruction results in considerably greater gains than would accrue in "ordinary" reading without this help; that planned instruction is definitely superior to a casual or incidental approach; and that wide reading alone, especially with less able readers, does not insure an adequate vocabulary.
4. Teachers can remove obstacles from the reading road by first searching through assignments for "stopper" words and then pre-teaching these to students.
5. Context clues can be a major self-help technique for students in learning the vocabularies of many of their subjects. They should be given all possible help in learning to use context clues as an aid in getting at the meanings of unknown words.

[7] Thomas, Ellen and Robinson, H. Alan, Improving Reading in Every Class, Allyn and Bacon, Inc., 1973, pp. 10, 11, 13, 14, 18, 29, 41, and 43.

6. A knowledge of frequently recurring prefixes, suffixes, and roots, when used in conjunction with context revelation, can give students another important self-help technique to help them unlock the meanings of words.
7. Today's graduates are facing a new word explosion. Words not yet coined, emerging as a result of new social, political, and scientific upheavals, will confront students after they leave our classrooms. Habitual procedures that will keep vocabulary growing after high school and college are therefore indispensable.

Specific Steps in Teaching a New Word

1. Introduce the new word in context. Lead the student to make full use of any context clues that are present to help him reason out the meaning.
2. Spotlight an easy root word within a long, forbidding word. An extremely important service to students is simply to make them aware that long, forbidding words have parts. Left alone, some students meet a word like imperturbable, glance at the first few letters, and skip over the rest. It often helps to spotlight an easy root word within a difficult word. With commutative a mathematics teacher might ask, "What does commuter mean?" With exponential he might ask, "Can you see a part you already know--one you've used many times?" A social studies teacher might direct attention to total in totalitarian. A science teacher might focus on the building blocks in interplanetary. A music teacher might point out recite in recitative.

   Students will "see into" words quickly if, as they analyze words, you mark off root words on the board with vertical lines or highlight them with colored chalk.

   extra/territorial/ity

   interchangeable

   Now the words may be revealed as not so difficult after all.
3. Reduce difficult polysyllables to easy-to-manage syllables. As numerous teachers will substantiate, many students slide over new and difficult words. How easily do you think you could learn platyhelminthes for biology class if you had not examined it syllable by syllable all the way to the end?

For practical purposes, some students seem unaware that syllables exist. They tend to glance at the first few letters of a difficult word and give up. Middles and endings of words thus receive only slight attention.

But a long, formidable polysyllable can be put on the board with its syllables marked off, with accent marks, and perhaps its phonetic spelling. The class or group can pronounce the word part by part with the teacher. They soon see that a word which looks as if it "comes by the yard" can be reduced to a number of short, easy-to-manage, pronounceable parts.

plat' ē hel min' thēz

4. Call attention to accented syllables. It will often be helpful to mark the stressed syllable with conspicuous accent marks. As you lead students through the pronunciation of a word, you can sharpen their awareness of the force of these marks.

Student Self-Appraisals

Using the brief questions below, a teacher can learn in just minutes something about each student's insights into vocabulary development and his habitual procedures.

For technical vocabulary in various subjects:

1. What do you do when you're studying an assignment and meet an important new technical term?

For general vocabulary:

1. Have you ever considered that learning new words may actually be fun and a lifelong activity?
2. Have you ever consciously done anything to build your vocabulary? If so, what methods have you used?
3. Are you using any of these methods at the present time? If so, which?
4. What do you do when you're reading and meet a word you don't know?

Set Your Own Goals for Vocabulary

Only you can set goals for yourself! Only you can move toward them!

If you've decided to start a personal word collection, please set goals for yourself as suggested below. You'll want to consider your test score, your own judgment as to what you need, and any suggestions from your teacher.

The goals you set today are only tentative. You may wish to change them as you make progress. Your goals

should be realistic. Planning more than you can possibly attain brings only disappointment.

Your teacher will confer with you about your goals.

To Improve Vocabulary:

	Planned	Finished
1. How many words do you plan to have in your personal word collection (and really learn) before the end of this month?	_____	_____
2. Have you decided to collect a definite number of words each day? each week? If so, what is your quota?	_____	_____
3. Some students prefer not to set a daily or weekly quota but to collect their new words whenever the reading they are doing at the moment lends itself. If this is your decision, indicate by checking here._____		

How To Crack Down On A Word

1. Always search the context for clues first. Through the context you may catch overtones of meaning. As you do so, you may develop a psychological "set toward" the word--you may "lay" the first layer of cement for fixing the term in your vocabulary.
2. Examine the word for familiar parts. Take the word apart if you can. It may help to sound it out as best you can. Do you recognize any part? Guess all you can from any part you recognize. "When you do note a familiar section, your gain is usually great. You develop a strong 'set' toward the word."
3. Reach for the dictionary, if Steps 1 and 2 haven't yielded all the meaning you want. Now here is where your vocabulary can improve dramatically. Recall any guess you made from context. Now verify--or reject--your guess. This order of things gives you full benefit of the mental set you created by previously trying to deduce the meaning. "The more correct your guess proves to be, the more likely you are to remember the meaning. Nevertheless, if your guess is ridiculously wrong, you may find yourself less likely to forget the word than if you had not guessed at all."

   As you learn the meaning, try to associate the word with its derivation. The derivation is often rich with unforgettable associations.
4. Record the word, if it is one you wish to collect to work on further, on a word slip or in your vocabulary notebook.

You should also become familiar with a technique such as the one below for determining students' abilities to attack or apply appropriate word recognition skills to technical vocabulary.

Sample of Word Recognition Test for Content Area Technical Vocabulary

I. Objectives: (1) Assess pupil ability to attack or apply word recognition techniques to technical vocabulary. (2) Develop strategies that will aid in learning this vocabulary. (3) Develop word recognition techniques which will facilitate the learning of concepts of designated subject matter.

II. Procedure for Assessing Pupil(s):

1. Show pupil each word on the flash. (5 seconds maximum)

2. If pupil pronounces properly, proceed to next word. If not, expose the word to him and record exactly what he says.

3. Proceed until all words have been attempted. Spot checking word meaning is desirable.

4. Analyze errors:

a. look for error in pronounciation of:

beginning and ending sound(s)
prefixes and suffixes
roots
sound clusters

b. look for "good" guessing at the word meanings. Guessing and generalizing on structural elements can be a positive point of departure in teaching the technical vocabulary for the subject.

III. Duplications for prescriptive teaching:

Suggested techniques for teaching strategies to strengthen pupils word recognition skills might be:

1. Each time a new chapter is presented, pupils receive lessons relevant to the particular structural elements of the words and also given other content area words containing the same.

Example: circumvent

circum = round

vent = open

...as in:

ventilate

circle

circuit

ventriloquist

Put all the words in context (sentences) during each exercise.

Vocabulary extension and development can also be a part of word recognition.

2. Use missing letters as a technique.

scient i s t	demo c r a c y
g r am	s u b urban
m i c r oscope	s o l ar
e x it	t r i angle

3. Use "letter clusters" for rhyming sound units that appear in known words.

4. Have pupils use the VAK technique to reinforce word learning (Visual: look at the word; Auditory: say and listen to the word and its parts; Kinesthetic: write the words saying each syllable as you write it.)

IV. Procedures for developing a Content Area Word Recognition Test:

1. Teacher selects approximately 20 words from a chapter - 50% of which all pupils are expected to know, both in meaning and pronunciation. The other 50% would be mainly for recognition.

2. Put them on a sheet as per example in Project Alert kit, see page 120 + 121.

Word Recognition Test

	Flash	Untimed
1. chela	_____	_____
2. bray	_____	_____
3. salubrious	_____	_____
4. languor	_____	_____
5. dottle	_____	_____
6. eleemosynary	_____	_____
7. sagitate	_____	_____
8. phosphorous	_____	_____
9. splotch	_____	_____
10. sciatica	_____	_____
SCORES:	_____	_____

Do's and Don'ts For Using Context

Do Rely on Context Clues	Don't Rely on Context Clues (Turn to your Dictionary)
1. When you have an "unmissable clue"---a direct explanation.	1. When you require a precise meaning. It almost always takes the dictionary to pin the meaning down.
2. When you have highly revealing clues and the meaning you arrive at definitely "clicks" with the rest of the passage.	2. When the word is a key word, one crucial to your understanding, and full comprehension is important to you.
3. When, in view of your purpose for reading the selection, you need only a general sense of the meaning.	3. When the clues suggest several possibilities--the meaning might be one of several--and you must know which.
	4. When you don't know the nearby words.
	5. When you have encountered the word a number of times; realize that it is a common, useful one which you will meet again; and wish to master it thoroughly for future reading.

You should be able to find help in other reading-teacher texts in any area in which you need support. You should try out suggested techniques with your own classes, just as you have done in the study of this package.

L A P ' s:

Another popular and well-proved strategy for differentiating learning in subject areas is that of using Learning Activity Packages frequently known as LAP's. The accompanying outline gives an overview of the structure and the function of these packages. A flow-chart accompanies the outline. A further description of LAP can be found in Developing Non-Grade Schools by Sidney P. Rollins.[8] Notice that the LAP is based on a specific short-range concept rather than on a global study. A student guide accompanies each LAP. It should be simply devised to encourage independent study. Check points are established to circumvent misdirection or inadequate learning. There may be some overlap of content from one package to another, but no two will have identical content. Teachers find it economical in terms of preparation if they have a bank of resource materials covering a wide range of ability and interest levels. School resource centers are an excellent source. Other subject teachers can be invited to participate. Often science and math teachers can team up on package content and activities since both can contribute to basic concepts in common.

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[8] Rollins, Sidney P., Developing Non-Graded Schools, F.E. Peacock, Publishers, Itasca, Illinois, 1968.

LAP Outline:

I. Learning Activity Packages Contain (all or some):

1. Pre-and post-assessments
2. Rationale
3. Program of instruction
4. Varied student activities for learning via media and other approaches
5. Differentiated reading matter
6. Choice of activities for learning to IO's
7. Vocabulary
8. Self-evaluation tests
9. Usually basic tests, lab guides, and references related to LAP
10. Suggested readings

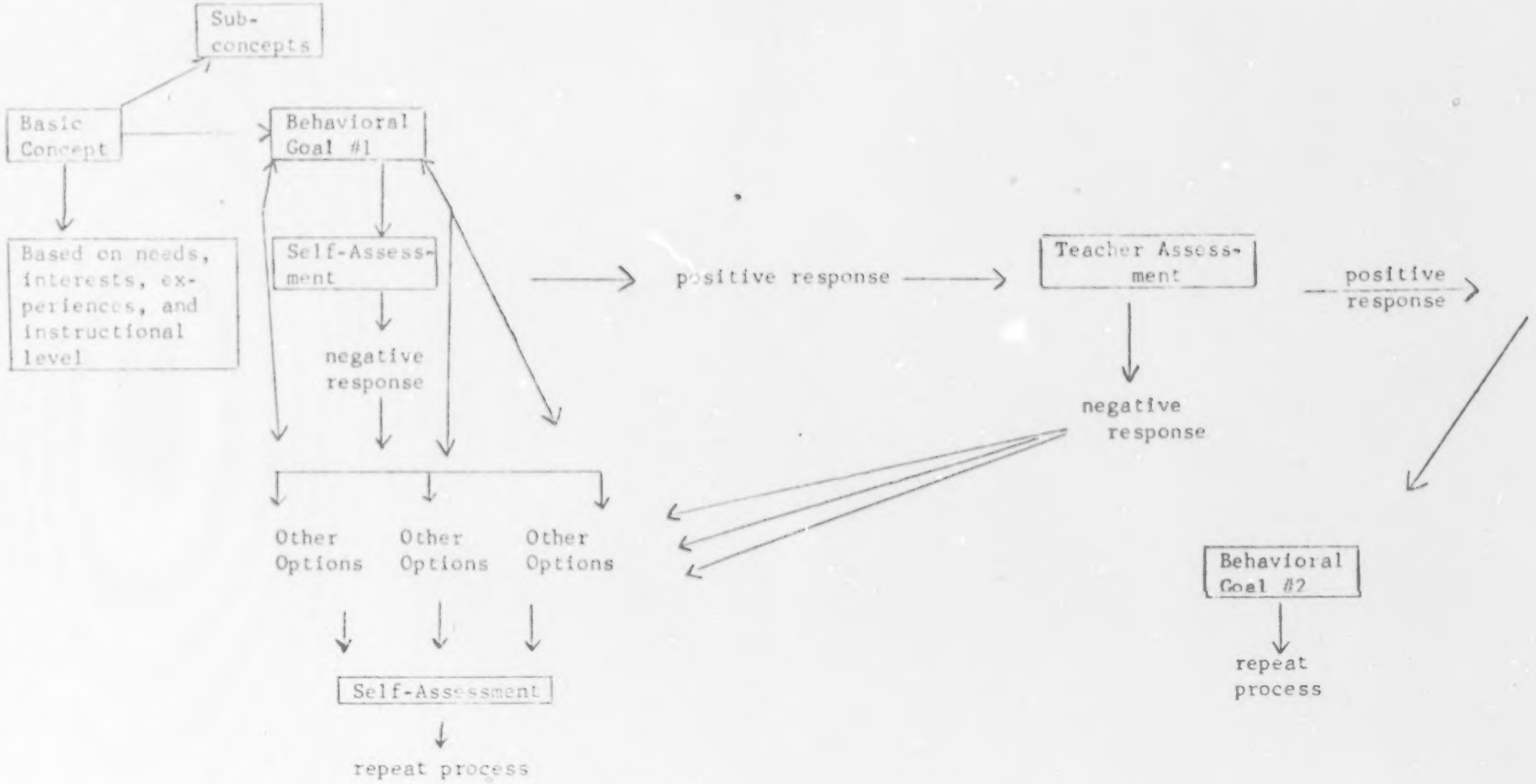
II. LAP's Provide for:

1. Skill development
2. Interest and attitude improvement
3. Variance of readability
4. Multiplicity of materials for greater mileage
5. Content mastery
6. Self-evaluation and program
7. Cognitive development and strengthening
8. Teacher guidance
9. Pupil mobility
10. Learning of specific instructional objectives

III. LAP's Can Be Used as:

1. Provision for differentiation of reading levels in the content areas
2. Teacher-directed teaching lessons
3. Transportable skill stations
4. Motivational learning for basic skills
5. In-depth provision of concepts
6. Provision of individualization of needs and choice
7. A learner-centered curriculum approach

LAP FLOWCHART



The General Characteristics Of An Individualized Learning Packet

An individualized learning packet may be defined as a self-contained, student-oriented, multi-media learning system of limited time duration designed to permit students to learn at their own pace and according to their particular learning styles based on their needs, abilities, and interests.

A learning packet is usually written so that students may acquire certain concepts, skills, and/or affective attributes which are stated as behavioral or performance objectives. The major concepts, skills, and/or attributes to be learned are broken down into their component behaviors and become the specific objectives learners are to pursue. A variety of materials and activities are provided so that students may avail themselves of a number of options when working toward the attainment of objectives. Pre-, self-assessment, and post-tests are also provided to (1) diagnose the students' readiness to accomplish the packet (2) permit students to monitor their own progress, and (3) assess whether the students have achieved the objectives.

Title Page

The title page will usually include:

1. Title of the packet
2. Name of the developer
3. Target population (age group or level)
4. Subject area
5. Time required to complete
6. Date

Teacher Information:

A section consisting of directions to the teacher should be included in the packet design, especially if the packet is to be used by teachers other than the developer. Some packet designers choose to prepare a separate section for teachers and a separate section for students, whereas others prefer to include both sections under one cover. In either case, however, teachers should be made aware of the following:

1. The purpose for which the packet has been prepared, including the specific area of content
2. Suggestions for use of the packet
3. Major and component concepts, skills, and attributes included
4. Materials required and where they may be obtained
5. Equipment and necessary supplies
6. Description of special facilities, if appropriate
7. Explanation of pre-, self-, and post-test information and answer keys.
8. Suggestions for on-going packet revision and inclusion of data collection and analysis forms

9. Any other significant information which may be helpful to teachers using the packet for the first time

Student Information

This section should provide students with information necessary to proceed through the packet successfully and should include but not be limited to the following:

1. Purpose of the packet-rationale
2. General directions students will need
3. Performance objectives
4. Learning activities specifying those that are required and/or optional
5. Location of resources
6. Self-assessment test(s) and related information
7. Post-test information
8. Include page numbers, titles, chapter headings, etc., of materials when appropriate

Performance Objectives

The learning outcomes to be achieved by students working with a packet should be stated in the form of behavioral or performance objectives. The behavioral changes anticipated in the cognitive, psychomotor, and affective domains should be precisely stated in terms of what the student will be able to do as a result of the learning experiences; under what conditions the performance will take place; and the level of proficiency expected. A packet may be written to deal with only one of the domains or, on the other hand, may be designed to incorporate those intellectual skills, neuro-muscular skills, or affective attributes to be achieved.

Usually, a terminal objective describing the learnings the student will have mastered upon completion of the packet is written first. This statement is then analyzed to determine and to identify the enroute or enabling objectives sometimes referred to as intermediate performance objectives necessary to accomplish the terminal objective. The number of intermediate objectives to be included is left to the discretion of the packet developer. However, sufficient objectives must be included to ensure the attainment of the terminal objective.

Performance or learning objectives should be written in language that the student population for which the packet is being designed can read and understand, for the objectives will represent the target learnings students will be attempting to achieve.

Learning Alternatives:

The learning alternatives should consist of those activities and materials which will assist the students to achieve the performance requirements described in the objectives. They should be selected and/or designed to match the learning styles of various learners and should be diversified enough so that they interest and motivate a wide array of the student population.

Both print and non-print materials should be included. A search of the commercial market should be done to determine what is available and useful.

Once this is done, the developer may need to include materials he has prepared to supplement the commercial materials.

Various learning strategies may be employed, depending upon the nature of the tasks. Small group activities, independent study, teacher-student consultations, brainstorming, etc., are only some examples which may be used effectively.

It is desirable to list the learning alternatives directly following each objective. In this way, the student will find it much easier to select those options which are directly related to the objectives.

Evaluation

Pre-Test

The pre-test may be viewed as a diagnostic tool designed to assess the student's readiness to accomplish the objectives in a given learning packet. It serves to inform both teacher and student if the student is able to achieve any or all of the learning objectives. Using this information, the student then proceeds to work toward those objectives he is to achieve and does not spend his time on those he can already accomplish. The test items to be included in the pre-test must measure the behaviors specified in the objectives of the packet. In other words, the test items must be consistent with the intent of the objectives.

Self-Assessment Test

This test serves to keep the student informed of his progress toward the attainment of each learning objective. It provides the student with the opportunity to monitor his own progress by feeding information back to him regarding the success or lack of success he is experiencing while achieving the objectives. It also provides him with information regarding the need for engaging in additional activities, if necessary. Therefore, the answer-key should be readily available to the student upon request and should be self-correcting in nature.

A self-assessment test may be designed to test all of the objectives of the packet or a series of self-tests may be developed to measure each objective or a group of objectives. The decision as to which option to choose rests with the developer of the learning packet.

Post-Test

The purpose of the post-test is to determine whether the student has attained mastery of the objectives included in the packet. As such, it is usually administered when the student decides he has accomplished the objectives; successfully completed the necessary self-assessment tests; and is satisfied that he has achieved the objectives he has been working toward.

The results of the post-test serve to inform both teacher and student if all objectives have been successfully completed or whether additional experiences are necessary prior to moving on to another learning package.

Even though some instances can be cited where the pre-test and post-test are one and the same, it is our opinion that the test items should not be the same for both.

Quest:

The packet developer may wish to include enrichment activities which provide students with the opportunity to pursue an in-depth study of topics which are extensions of the packet. Quest activities should permit students to explore areas which are of interest to them and should be largely student-initiated and student-directed with a minimum of teacher involvement.

Teacher Task #22--Develop an Individual LAP

Select a suitable learning concept for an individual in one of your classes who can assume the responsibility for independent study. Develop a LAP for his use. After trying this strategy on a small scale, adjust the materials to fit the needs of another student and explore the possibilities of extending the technique to a larger group of students.

Project SPOKE:[9]

A description of Project SPOKE is included here. This is another way of preparing individualized learning packets.

In order to be selective when choosing reading materials for LAP or SPOKE, the teacher must know the independent reading level for each class member as well as the readability level of the instructional texts. There are a number of formulae to help determine the difficulty of reading in written materials. See package VI in this inservice kit which describes how to apply the Fry Readability Index.

An alternate method is the cloze procedure previously described in Section Three of this package.

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[9] Stefani, John A., Project SPOKE, The Development, Preparation, and Production of Individualized Learning Packets

THE PREPARATION OF DIFFERENTIATED LEARNING PACKETS

FOR

INDIVIDUALIZING INSTRUCTION

Individualizing instruction or tailoring instruction to the individual needs, interests, and abilities of students has been a concern of educators for some time. As educators, we have recognized the concept of individual differences for the better part of this century but have made little progress, generally, in designing and implementing instructional programs in the schools of our nation so that each student may reach his full potential. We can no longer excuse our failure to do so because of the lack of competent learning theory or because of the dearth of instructional materials of sufficient quality and quantity. It is rather a matter of freeing ourselves from the yoke of tradition and utilizing the results of research to achieve the goal of providing each student with a learning program appropriate to him as an individual.

The advent of systems techniques and the rapidly developing field of educational technology have provided educators with powerful and effective tools with which to design and carry out programs of individualized learning. Project SPOKE is using these tools in the design of in-service programs to train educational personnel in the skills necessary to prepare them for the new roles they will assume on the individualized learning process. SPOKE is also providing necessary support services which must be an inherent part of such programs to ensure their success.

One of the programs developed by Project SPOKE is designed to train teachers to differentiate and individualize instruction for students in grades K-12 through the preparation of SPOKE-PAKS. The latter, also referred to as Differentiated Learning Packets, are defined as self-contained, multi-media, student-oriented units designed to teach a single concept or skill.

Steps In Preparing A SPOKE-PAK

During the training program, teachers are advised to select a particular concept or skill that can be acquired by students in a one-to-three-week period of time. Once selected, these concepts or skills are then translated into precise and measurable terminal and intermediate performance objectives. These objectives are then taxonomically categorized to ensure that a hierarchy of skills are included to meet the needs of individual students.

The terminal performance objective explicitly defines what it is the student will be able to do upon completion of the learning sequence. It is the broadest yet most comprehensive summary statement of the learning outcomes included in the packet. Through a process of analysis, intermediate performance

objectives are then identified. These are the specific interim steps which will lead the students to the achievement of the terminal performance objectives.

Once all of the performance objectives have been specified, it is the responsibility of the packet developer to systematically organize alternative learning activities which serve as vehicles to assist students toward achievement of the objectives. These objectives must reflect the learning outcomes implicit in the stated objectives and include a wide array of media and varying organizational patterns to accomplish this end. This process involves the search for and the selection of commercially available print and non-print materials.

A unique feature of the training program is the option open for teachers to produce original materials that will be included in the SPOKE-PAKS. Self-instructional devices complemented by visual illustrations of the procedures.

Finally, evaluative criteria are developed in the form of pre-tests, self-assessment tests, and post-tests to determine whether the objectives have, in fact, been achieved. Feedback information is provided through teacher and student evaluation forms included as part of each unit to assist in the validation of the packets.

Project SPOKE, a regional educational resource, media production and in-service training center is located in Norton, Massachusetts.

The Directed Learning Activity (D.L.A.):

This process is an adaptation of a technique known as the Directed Reading Activity, one of the basic methods of teaching reading in the primary grades. When adapted to general teaching, this method contains all the elements of a good lesson while providing sound basic reading instruction. The steps of the D.L.A. are as follows:

1. Motivation

A pictorial, verbal, audio-visual, or other concrete device is used to gain students' attention and to generate comment, questions, and general discussion. For example, if a teacher wanted to build motivation for teaching a portion (or all) of Kon Tiki, he might start by showing pictures of the crew catching sharks with their bare hands; or on a map he might indicate a pin-point and ask the class how they would like to be out there in the middle of the Pacific on a raft? The problem for most teachers is finding the right device that is appropriate for this class and then having it work most of the time. All of this takes time, effort, thought, and drive.

2. Eliciting "Key" Questions from Students

When the motivational device is successful, it should cause students to react by asking questions or commenting about what they have seen or heard. The skillful teacher will foster this discussion and guide the students to further inquiry by skillfully interjecting crucial questions or comments during pupil interaction. The teacher should note on the blackboard all questions raised by the students. (See Package VII, Reading Comprehension Skills as Related to the Thinking Processes, page 86 and on, "Technique of Asking Good Questions.")

3. Previewing Vocabulary

In almost all reading done by students, there are words whose meanings are unknown or that can't be pronounced. The teacher can suggest that while reading, students can raise their hands for help or the teacher can put all difficult words on the board. Since the objective of the lesson is for pupils to read the selection with maximum understanding, suggesting that they "look up" words in a dictionary is an unwise practice. Students may on their own, however, look up words. Teachers who are sensitive to their students' need, find that after a brief time they will develop correct pronunciation and meanings by using these words, placing them on the board, or providing glossaries. It is important that the students acquire vocabulary at the listening

level, at the oral and written communication level, and ultimately, in the reading process. (See "A Program for Vocabulary Development" at the beginning of this section.)

4. Reading

The Teacher calls the pupils' attention to the key question noted on the blackboard (see step #2) and suggests that they should find the answers to these questions as they read. Reading is usually done silently in the class.

Among any group of pupils, reading times vary. Rather than requesting that pupils who finish quickly sit quietly (and boringly) and wait for the others, the alter teacher allows students to use this time examining related reading-pictorial materials while the others finish.

5. Discussion

Many students rely on their auditory abilities to "make it" through school, and for these students a discussion of recently read material frequently proves to be absolutely essential for thorough understanding. Some students misread material and get misinterpretations that can only be rectified through discussion of the material. The teacher should act as moderator and should endeavor to keep the discussion going without monopolizing the same.

6. Follow-up

Whenever possible, the teacher should plan some type of activity that will further reinforce learned concepts. These activities should permit students to utilize their full range of talents and should include a variety of possibilities, not necessarily including further reading; for example, art projects, writing projects, or activities using other creative approaches.

If the D.L.A. is such a dynamic teaching technique, why don't all teachers use it? This question is frequently asked by teachers being initially exposed to this method. The answer for the sincere teacher is basically twofold: creative talent and time. It takes a great deal of creative ability and time to think up good, and appropriate, motivational devices that will turn on a particular class. Once the idea is conceived, it usually takes more time and effort to pull it together. Add this to the many routine requirements of teaching and you begin to see why many teachers shy away from this approach.

Despite these drawbacks, however, teachers who adopt this approach find the experience richly rewarding for students and a great tonic for rekindling a teacher's excitement toward teaching. In addition, a student's basic reading ability and comprehension in reading normally increases, as do favorable pupil attitudes and participation in this type of reading.

Teacher Task #23--Examine Copies of D.L.A.'s

The United Transparency Company of Binghamton, New York has developed a series of D.L.A.'s called "Units for Dynamic Teaching." Write for examination copies.

Teacher Task #24--Develop Several D.L.A.'s

Develop several D.L.A.'s that you can use in your classes. Remember to choose motivational devices that will be appropriate for your students. Don't forget to collect collateral reading materials to issue to students who more rapidly finish the reading. Keep accurate records about how the unit works. (Provide an inventory record sheet).

Teacher Task #25--Develop a D.L.A. Resource File

Together with one or more of your colleagues, initiate the development of a D.L.A. resource file to house these materials for sharing among all teachers.

Team Learning:

In traditional classes where the lecture-discussion method is employed, the teacher does most of the talking; and in the few instances where pupils do speak, usually only one participates while the rest of the class may or may not be involved. This is a highly inefficient use of learning time and does not utilize maximum pupil input. Team learning is based on the concept that two heads are better than one and utilizing groups of three students on a team. Three students seem optimum because with teams of two, one student tends to dominate; and, in teams with more than three students, one or more students are frequently left out of the learning situation. Questions or tasks are given to a team that collectively tackles the problem. Among the student advantages of this approach are the following:

1. A strong feeling of belonging to a group is developed.
2. Students develop good listening skills.
3. Pupils discuss problems or issues in language that their peers readily understand.

4. Students are physically involved with language and the excitement of language.
5. Students have the experience of teaching and self instruction.
6. Students begin to recognize that teachers understand that all students learn at different rates and in different ways.

Among the advantages to teachers are the provision of

1. More economical and efficient use of teaching time
2. A vehicle for meeting individual and small-group student needs simultaneously at a variety of levels
3. A learning climate that eliminates the concept of "mistakes"

Obviously, setting up such an approach requires some planning and initial work. Before this approach can be initiated, the teacher should recognize that

1. There are different levels of basic literacy and content ability among the students in the class.
2. Different personalities and attitudes of students toward one another is basic to successful compatibility within groups.
3. Concepts or lessons to be taught in a team-learning format should be carefully thought out to provide student teams with meaningful tasks.

When considering your first trial with team learning, decide on a lesson or concept that gives the students something of substance and interest. Initially do it with the whole class but later you can use team learning with only part of the class. For example, if you were working on a short story unit and a particular reading was assigned for homework, you might start the next day's class by breaking the class into teams and asking the question, "Which character in the story you read last night do you think you might meet on your street?" Support your answer. You will be amazed at the way they start almost immediately interacting. After a fairly short time, ask a spokesman for each group to share his team's findings with the total group. This total group sharing should usually be provided to eliminate permanent splintering of the group and loss of identity with the total class. The initial attempts with this method should be fairly brief until the best groupings are found and the pupils begin to get comfortable with one another.

When choosing the initial teams, any criteria can be used including ability, interest, compatability, sex, self-selection, or by lots. Most teachers find that by placing an able learner in each group, peer learning-teaching is stimulated; but the teacher must be alert for socio-psychological conflicts that could arise.

After the initial teaming, change any students who do not fit into a group to another group. To avoid any stigma for a particular child, change a number at the same time. If a pupil prefers to work alone, he should have the option to join a group when he wishes. As groups become more effective and compatible together, team tasks can be increased in time and difficulty.

The team-learning format is flexible in that it permits teachers to work with it on a whole-class basis or on a part-class basis. Suppose you have a point you want to make with the whole class, then you could break the entire class into teams and deal with the question as a total unit. On the other hand, imagine a situation where within a given history class you have nine students who really know the material to be presented, seven who are moderately familiar with the lesson, and fifteen who know little about the material. A teacher, utilizing the team-learning format, could assign the two teams to do a series of enrichment lessons as teams, while the middle seven could be assigned materials and work to meet their needs. This arrangement would permit the teacher to present the basic material to the remaining students on a personal, direct level.

Obviously, you don't achieve success overnight. This method may be so new and revolutionary to the students that they react with apathy, hostility, or may even suggest that they would rather do it the "old way", saying that they don't want to share with other pupils and why should they all get the same work? These attitudes and behaviors are signs of a fear of the unknown and the result of many years of education which require little personnel investment by the student. When students exhibit these reactions to the team approach, the teacher holds the key to successful countering of these arguments.

When able students react with hostility toward their less able students, teachers might counter by utilizing a gamut of posters, recordings, folk songs, etc., of love, brotherhood, or giving a helping hand.

After utilizing the method for awhile, if students still react in an apathetic manner toward team-learning, a teacher might go back to the traditional lecture-demonstration approach. Hopefully, students will quickly

ask for team learning.

The only other pitfall to guard against in team learning is the problem of rising noise levels. Since pupils are going to be interacting and talking, classes are going to be noiser than usual. Teachers must be prepared for the increased volume, but should not allow it to become oppresive.

Any teacher who has self-confidence and a real desire to change his teaching approach to more effectively meet pupil needs, can use team learning. How about taking a stab at it tomorrow? You have little to lose and a great deal to gain. Develop a series of team-learning exercises to use in your classes; evaluate the results.

Teacher Task #26--Developing a Folder of Differentiated Reading Materials

Together with members of your department or other interested teachers, develop a folder of differentiated reading materials for several units, following instructions given to this unit. Exchange materials, utilize them in your classes, critique the materials, and then revise according to your findings.

Commercially Prepared Reading Materials:

Over the past few years, there has been a tremendous proliferation of multi-level reading materials in the various content areas. This is especially true of textbooks where the emphasis has been on "high interest-low reading level" materials. It is now possible to purchase textbooks written for high school level interests but at a third grade reading level. In many classes, there has been a de-emphasis class sets of one text; and instead, five sets of five or six texts each on different reading levels are being purchased to meet the range of ability within the class.

In addition to textbooks, many collateral texts, trade books, paperbacks, magazines, and other reading materials for use in content areas have appeared and are often designed especially for the less able reader. These materials provide an exciting source of motivation and variety in the content areas and at the same time encourage students to read. Skillful blending of text and illustrations has made these materials an exciting asset to what often used to be weighty and dull fare.

There are two stumbling blocks, however, which have interfered with the supply of quality reading materials--money and use. Money for texts and other reading material has become more and more limited with the Federal government cutbacks of aid to education and the frequent taxpayer-mandated cuts of education budgets. Good printed materials cost money, and it is difficult to make more than token purchases with severely limited funds.

However, despite the urgency of the financial problem, it is not as severe as the issue of teacher use. Even when new multi-level reading materials are available, a great many content-area teachers do not adopt these materials, preferring to stick with the familiar single-text approach.

Teacher Task #27--Examine Commercially Made Materials

Order examination copies of commercially made materials and share some with your colleagues. Determine how materials could best be integrated with teaching units.

Teacher Task #28--Create a List of Non-Reading Materials

Together with members of your department or other interested teachers, create a list of non-reading materials used in various units. Determine how these can be used most effectively without becoming a total substitute for reading materials.

Pupil-Made Reading Materials

Students are frequently able to write about concepts in a way which readily can be communicated by them to their peers. Teachers can encourage able students to develop mini-lessons (including reading materials) and then duplicate these materials for use by other students. With a little guidance and much encouragement from the teacher, pupil-made materials can provide a unique and effective resource for appropriate level reading materials.

Teacher Task #29--Student Prepared Mini-Units

Assign several able students to write mini-units about a particular topic. Advise them that these will be shared with other students having some reading problems. Share your results with your colleagues.

Teachers sometimes rewrite text materials to provide content at appropriate readability levels for students who have reading problems. The following was adopted from Gilbert Schiffman's advice to classroom teachers.[10]

The level of readability of selection depends to a large degree upon its structure. Teachers who rewrite materials at lower readability levels must be constantly mindful of vocabulary load, sentence construction and length, and paragraph length. The following suggestions will serve as a guide in making the adaptations.

1. USE AS MANY BASIC WORDS AS POSSIBLE

> When a learner is confronted with materials that have a readability beyond his grasp, he is likely to be frustrated in his learning activities. Too difficult vocabulary is one cause of frustration. The reader should be able to pronounce 95 out of 100 words at his proper instructional

[10] Schiffman, Gilbert B., "Technique for Rewriting Content Materials at Lower Readability Levels."

level. When rewriting materials, the teacher should use as many basic words as possible from the Dale list. This list includes many high frequency words from preprimer to fourth grade.

2. MAKE THE SENTENCE AS SHORT AS POSSIBLE

: Below the crust is an eighteen-hundred-mile-thick mantle or intermediate zone, consisting of rocks much heavier than those in the crust and probably containing much iron. (27 words)

Below the curst is a layer of heavy rocks. This part is about 1800 miles thick. It is called the mantle. The mantle is made of heavier rocks. We think these rocks have a lot of iron in them. (Av. sent. length 8 words)

3. TRY TO START EACH SENTENCE WITH THE SUBJECT. THE SENTENCE MAY LOSE SOME OF ITS LITERARY STYLE, BUT IT WILL BE EASIER TO READ.

Simple sentences, subject and verb in that order, are easier to read than compound and complex sentences or sentences in inverted order. For example:

To promote the development of a wholesome, outgoing, cooperative and emotionally well balanced personality, the teacher must guide the pupil in setting up achievable goals.

This could be rewritten:

The teacher must guide the pupil in setting up achievable goals. The teacher should promote the development of a wholesome, out-going, cooperative, and emotionally well-balanced personality.

Teacher Task #30--Re-Evaluate Attitudes and Teaching Practices

Reconsider the Self-Evaluation of this package, Teacher Tasks #1, 2, 3, 4. Have you changed in any of your attitudes or teaching practices.

EVALUATION OF EFFECTIVENESS OF STRATEGIES SUGGESTED IN THIS SECTION OF THE PACKAGE

Technique	Rating	Use Made: Time Duration/No. of Students	Problems Faced	Successes	Failures	Needed Adaptation
1. Vocabulary Student Self-Appraisals						
2. Teaching Resource File						
3. SQ3R						
4. T-Square Method						
5. Pupil-Made Materials						
6. Teacher Re-Writing of Materials						
7. LAP						
8. Fry Readability Index						
9. Cloze Procedure						
10. DLA						
11. SPOKE						

Rating Scale: 1. Very Helpful 2. Moderately Helpful 3. Impractical

BIBLIOGRAPHY
OF
MATERIALS FOR THE DEVELOPMENT OF
READING SKILLS
IN THE
CONTENT AREAS

I. GENERAL RESOURCES

II. TEACHING READING IN THE CONTENT AREAS

A. JUNIOR HIGH
B. SENIOR HIGH

III. DEVELOPMENT OF STUDY SKILLS IN CONTENT AREAS

IV. RESOURCES FOR AIDING GIFTED STUDENTS

V. READING RATE IN CONTENT AREAS

VI. READABILITY

VII. ADDITIONAL RESOURCES

VIII. BOOK LISTS

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